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ABSTRACT

This guide is intended for use in teaching a secondary-level orientation course in health occupations that is designed to prepare students for employment in all types of health care facilities and for entry into postsecondary programs. The guide is divided into two parts. The first part consists of a teacher's guide and 11 instructional units dealing with life skills. The teacher's guide discusses the objectives and content of orientation-level health occupations instruction, Health Occupations Students of America, special needs students, general guidelines for implementing the curriculum, the structure and implementation of the orientation units, and useful references for teachers. Topics covered in the life skills units include study skills, self-understanding and self-esteem, personal appearance and behavior, communication, interpersonal relationships, problem solving and decision making, career planning, leadership, applied math, and computer literacy. Part 2 consists of instructional units on the following topics: historical health and medical events, medical terminology, microorganisms, body systems, common diseases, nutrition, wellness, safety, life stages, and the psychology of illness. (MN)

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Health Occupations
Orientation Level
Core Curriculum

Illinois State Board of Education

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Adult, Vocational
and Technical Education

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HEALTH OCCUPATIONS ORIENTATION

LEVEL CORE CURRICULUM

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PREFACE

A vital component of secondary vocational education in Illinois is the area of health occupations. Secondary health occupations programs prepare students for employment in all types of health care facilities and for entry into post-secondary programs. During recent years there has been a need to improve secondary health occupations programs in the State to meet the demands of today's health care industry.

Following careful evaluation, it was determined that health occupations programs were in need of curriculum materials that provide a core of knowledge and skills common to all health occupations areas. In recognition of this need, the Illinois State Board of Education, Department of Adult, Vocational and Technical Education appropriated federal funds for the development of an orientation level core curriculum for health occupations.

The orientation level core curriculum was developed between 1984 and 1987. The initial phase of the project involved the determination of the content of the core curriculum. An advisory committee of secondary and post-secondary educators was formed and content areas for the curriculum were established. It was determined that the curriculum should be in the form of a teacher's guide that included content, objectives, learning activities, evaluation procedures, and resources for the teacher.

The next phase included the development of individual curriculum units. Extensive literature reviews were conducted and the units of instruction were developed. Each unit was field-tested with an advisory panel comprised of secondary and post-secondary health occupations educators. Additional assistance was provided by representatives from transition skills and vocational ethics projects.

This publication is the final product developed by the Core Curriculum Project staff. The curriculum is intended to be used by all health occupations teachers as a complete orientation level curriculum as well as a supplement to the teacher's already existing curriculum. Use of the curriculum will help teachers to improve their programs and prepare students for the many challenges of working in the health care industry.

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INTRODUCTION

The purpose of secondary vocational education is to provide training to meet the demand for workers in a variety of occupations. As part of vocational education, secondary health occupations programs prepare students for employment in health care facilities and for entry into post-secondary health occupations training programs.

A model for secondary health occupations programs in Illinois has been developed into a four-year sequential program that includes two major levels:

I. Orientation - typically 9th and 10th grades

II. Skill Development - typically 11th and 12th grades

In general, the purpose of orientation level health occupations is to provide students with a core of knowledge and skills common to all health occupations. These skills include categories of life skills and science and related skills. Skill development in health occupations provides students with entry-level skills needed for employment as well as preparation for post-secondary education.

This publication includes only the units of study for orientation level health occupations. It is intended to be used by teachers of orientation health occupations courses as well as skill development level courses. Teachers are referred to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education for more information on skill level health occupations.

ORGANIZATION OF THE ORIENTATION LEVEL CORE CURRICULUM

The Health Occupations Orientation Level Core Curriculum includes the following parts:

Part One: Teacher's Guide and Life Skills (11 units)

Part Two: Science and Related Skills (10 units)

The first section of Part One includes guidelines for the health occupations teacher to implement the core curriculum. The health occupations teacher should carefully review the guidelines before using the core curriculum.

The remaining portion of Part One consists of eleven units of instruction for the category of Life Skills. The units are in sequence as follows:

I. Introduction to Health Care
II. Study Skills
III. Self-understanding and Self-esteem
IV. Personal Appearance and Behavior
V. Communication
VI. Interpersonal Relationships
VII. Problem Solving and Decision Making
VIII. Career Information
IX. Leadership
X. Applied Math
XI. Computer Literacy

Part Two of the Core Curriculum consists of ten units of instruction within the major category of Science and Related Skills. The units are in sequence as follows:

XII. Historical Health and Medical Events
XIII. Medical Terminology
XIV. Microorganisms
XV. Body Systems
XVI. Common Diseases
XVII. Nutrition
XVIII. Wellness Concept
XIX. Safety
XX. Life Stages
XXI. Psychology of Illness

A detailed description of each unit may be found in the overview of content at the beginning of the unit.

TEACHER'S GUIDE FOR THE ORIENTATION LEVEL CORE CURRICULUM

The purpose of this section is to assist the teacher in implementing the core curriculum. The Teacher's Guide includes the following sections:

1. Overview of Orientation Level Health Occupations Instruction
2. Health Occupations Students of America (HOSA)
3. Special Needs Students
4. General Guidelines for Implementing the Orientation Level Core Curriculum
5. Structure and Implementation of the Orientation Units
6. References for the Teacher
7. Summary

Overview of Orientation Level Health Occupations Instruction

The primary purpose of orientation level health occupations instruction is to assist students in making wise career decisions and to provide students with the knowledge and skills needed to enter a skill development health occupations course. Units of instruction for orientation courses should provide students with health career options, basic science and other generalizable skills, and skills that help an individual maintain productive employment (e.g. communication skills, problem solving abilities). This curriculum has been developed to provide these skills.

The foundation of the Health Occupations Orientation Level Core Curriculum is a series of 21 units of instruction that provide a common core of knowledge and skills for all health occupations. The content and objectives of the units are based on an extended review of related literature and input from a panel of experts made up of educators and practitioners from numerous health career areas.

Intertwined with the basic units of instruction are categories of non-technical skills needed to maintain successful employment and help the student adapt to our rapidly changing world. These non-technical skills have been identified and incorporated into a pre-technical curriculum termed the "Model for Self-Empowerment" (see Figure 1).

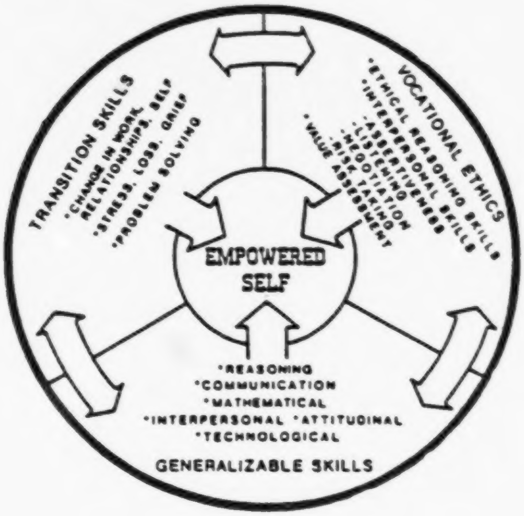
As shown in the diagram, the model for self-empowerment includes three categories of skills that relate to an individual's ability to understand and deal effectively with life events. These skills include: generalizable skills, transition skills, and vocational ethics.

Generalizable skills are those skills and knowledge which are actively used in work performance, are transferable across jobs and occupations, and are instrumental for job success. These skills include reasoning, communication skills and mathematical, interpersonal, technological, and attitudinal skills.

Transition skills are those skills used to manage transitions in life and work. They include managing changes in the environment and in oneself, managing stress, loss, and grief, problem solving, and decision making. Students are faced with many transitions such as choosing a career and seeking their identity. It is important for students to be able to manage these transitions so that they are prepared to face the challenges of adulthood.

Vocational ethics are the skills needed for students to develop an enabling work ethic. An enabling work ethic is an integrated system of beliefs, values, and attitudes that enable a worker to resolve ethical conflict within self and among self and others or situations in a way to promote job satisfaction and continuous and productive employment over time. Vocational ethics include ethical reasoning skills, interpersonal skills (assertiveness, listening, negotiation, and risktaking), and value assessment.

Figure 1: Model of Self-Empowerment[1]


TRANSITION SKILLS
•CHANGE IN WORK, SELF RELATIONSHIPS, SELF
•STRESS, LOSS, GRIEF
•PROBLEM SOLVING
VOCATIONAL ETHICS
•ETHICAL REASONING SKILLS
•INTERPERSONAL SKILLS
-ASSERTIVENESS
-LISTENING
-NEGOTIATION
-RISK TAKING
•VALUE ASSESSMENT
EMPOWERED SELF
•REASONING
•COMMUNICATION
•MATHEMATICAL
•INTERPERSONAL •ATTITUDINAL
•TECHNOLOGICAL
GENERALIZABLE SKILLS

[1] Adapted from: Daniels, H.M., Karmos, J.S., and Presley, C.A. (1985). Toward excellence in secondary vocational education: Developing pretechnical curricula. Columbus, OH: The National Center for Research in Vocational Education.

Miller, P.F. and Coady, W.C. Vocational ethics: Teaching toward an enabling work ethic (in press).

and

Greenan, J. (1983). Identification of Generalizable Skills in Secondary Vocational Programs. Springfield: Illinois State Board of Education.

Many of these non-technical skills have been infused into the Health Occupations Orientation Level Core Curriculum. Content, objectives, and learning activities have been included to assist teachers to help students develop generalizable skills, transition skills, and vocational ethics. Figure 2 is a chart identifying the curriculum units that reference these skills.

Figure 2: Units Including Non-technical Skills

Non-technical Skills	Curriculum Units
I. Generalizable Skills	II. Study Skills III. Self-understanding and Self-esteen IV. Personal Appearance and Behavior V. Communication VI. Interpersonal Relationships X. Applied Math XI. Computer Literacy XII. Historical Health and Medical Events XIII. Medical Terminology
II. Transition Skills	III. Self-understanding and Self-esteem VI. Interpersonal Relationships VII. Problem Solving and Decision Making VIII. Career Information IX. Leadership XII. Historical Health and Medical Events XVIII. Wellness Concept XX. Life Stages XXI. Psychology of Illness
III. Vocational Ethics	I. Introduction to Health Care III. Self-understanding and Self-esteem IV. Personal Appearance and Behavior V. Communication VI. Interpersonal Relationships IX. Leadership XI. Computer Literacy XVIII. Wellness Concept XXI. Psychology of Illness

By completing the activities included in the units of the orientation level core curriculum, teachers will provide students with the knowledge and skills necessary to enter any health occupations skill level program and with the skills needed to adapt to our rapidly changing environment and be successful in the world of work.

Health Occupations Students of America (HOSA)

An integral part of orientation and skill level health occupations is involvement in a student organization. The Health Occupations Students of America (HOSA) is the official organization for students who are enrolled in health occupations programs. Students may be involved in HOSA at the national, state, and local levels.

The purpose of the organization is to develop leadership and technical skill competencies through a program of motivation, awareness, and recognition, which is an integral part of the health occupations education instructional program. The program is designed to develop personal and occupational competencies in communications, people, knowledge, skills, and social abilities leading to intelligent choices of careers and successful employment in the field of health care.

History

The organization officially began on November 4-7, 1975, when eight representatives from six states (Alabama, New Jersey, New Mexico, North Carolina, Oklahoma, and Texas) voted to form the national organization. The Constitutional Convention was convened in Arlington, Texas on November 10-13, 1976. Delegates, advisors, and interested individuals (totaling 384) from several states gathered to adopt bylaws, elect national officers, select national colors and a motto, make plans for a HOSA emblem competition, and set the first National Leadership Conference for Spring, 1978, in Oklahoma. Since the first Constitutional Convention, the state charter membership has expanded to more than 30 states. Illinois became a charter state in 1978.

During the first national conference, several competitive events were held for both secondary and post-secondary members in: Informative and Extemporaneous Speaking, Job Interviews, Medical Terminology, Poster, Emblem, and Motto. Since the first national conference, the conference program has expanded to include many other events. The current program is as follows:

A. Competitive Events

Category I - Health Occupations Related Events

1. Dental Spelling
2. Dental Terminology
3. Extemporaneous Health Display
4. Medical Spelling
5. Medical Terminology
6. Standard First Aid/CPR

A. Competitive Events (cont.)

Category II - Health Occupations Skill Events

7. Dental Assisting
8. Medical Assisting - Clerical
9. Medical Assisting - Clinical
10. Medical Laboratory Assisting
11. Nursing Assisting
12. Practical Nursing

Category III - Individual Leadership Events

13. Extemporaneous Speaking
14. Job Seeking Skills
15. Prepared Speaking

Category IV - Team Leadership Events

16. Community Awareness Project
17. HOSA Bowl
18. Parliamentary Procedure

B. Workshops and Medical Facility Tours

C. Exhibits

D. Special Activities

Illinois Association HOSA

The Illinois Association HOSA was officially organized in 1978, after years of pre-planning, consideration of the needs of students, and organization of the necessary framework. The purpose of the state organization is to establish leadership programs and expand those programs that already exist. The organization provides a means of giving recognition to students who make additional efforts in general education, health occupations education, and leadership accomplishments. In addition, the organization strives to aid in the achievement of the purposes for which vocational education and HOSA were organized in Illinois.

The Illinois Association HOSA holds an annual conference similar to the one at the national level. Most of the competitive events offered at the national conferences are also offered at the state conferences. In addition, there are events offered only at the state conference, including:

Category V - State Events Only

1. Chapter of the Year
2. Essay
3. Research Paper
4. Safety
5. Theme (for the following year's conference)

At the local chapter level of the Illinois Association HOSA, students become involved in holding chapter meetings, providing an installation ceremony for local officers and new members, getting involved in community activities and services, organizing social activities, performing fund raising activities, and planning other special programs. Students are encouraged to become involved at the local, state, and national levels of HOSA.

Conclusion

The national HOSA and Illinois Association HOSA organizations provide an excellent opportunity for students to increase their technical skills and leadership accomplishments. It is highly recommended that Illinois Health Occupations Secondary programs include involvement in both of these organizations. The conferences and events offered through these organizations can help students become professional leaders in the health care field.

To start a local Illinois Association HOSA chapter, the teacher should contact the Health Occupations State Consultants (Department of Adult, Vocational and Technical Education, 100 N. First Street, Springfield, IL 62777; 217/782-4877) or a HOSA representative in Illinois. To learn more about the HOSA national organization, the teacher should contact:

National HOSA Headquarters
4108 Amon Carter Blvd., Suite 202
Ft. Worth, TX 76155
(800) 321-HOSA

Special Needs Students

Special needs learners: are persons who need special assistance or services in order to enter a voctional program and complete the requirements. This population includes handicapped, disadvantaged, and limited-English-proficient students as well as other groups such as minorities, persons in correctional institutions, migrant workers, or persons pursuing nontraditional careers.

Handicapped individuals: means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, deaf/blind, multihandicapped or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special assistance.

Disadvantaged learners: are individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who are limited-English-proficient and individuals who are dropouts or who are identified as potential dropouts from secondary school.

Limited-English-Proficient individuals: are any members of a national origin minority who were not born in the United States, whose native language is a language other than English, or who come from an environment where a language other than English is dominant and by reason thereof, have sufficient difficulty speaking, reading, writing or understanding the English language as to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The Carl D. Perkins Act (1984) specifies that identified students must receive:

(a) assessment of her/his interests, abilities and special needs with respect to successfully completing the vocational education program;

(b) special services designed to meet specific student needs, as determined by assessment, including adaptation of curriculum, instruction, equipment, and facilities;

(c) guidance, counseling and career development activities; and

(d) counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

Many factors must be considered when teaching special needs students. One important factor is the consideration of individual learning styles. The C.I.T.E. Learning Styles Instrument devised by Babich, Burdine, Albright and Randol (in Sarkees and Scott, 1986, pp. 271-272) is useful for determining the instructional style appropriate for any student including students with special needs. A student's learning style may be auditory, visual, psychomotor, or any combination. Other factors that should be considered are: (a) individual differences among students' pace of learning, (b) ability levels of the student (e.g., reading level, math level, assessment results), and (c) difficulty of subject matter to be covered (e.g., readability level of books and materials, related terminology, level of related math involved) (Sarkees and Scott, 1986, p. 326). The core curriculum offers a variety of techniques to help the teacher with the different modes of learning.

Overall, special needs students are a diverse group. It is important for the teacher to be aware of special populations and to be familiar with personnel and resources that may help with individual student needs. Teachers are referred to the following references for assistance.

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Update. Washington, D.C.: National Organization on Disability.

VocEd. Arlington, VA: American Vocational Association.

General Guidelines for Implementation of the Orientation Level Core Curriculum

Secondary health occupations programs in the state are organized in a variety of ways depending on the needs and resources of the local community. Implementation of the Orientation Level Core Curriculum is highly dependent on the organization of the individual program. General guidelines are presented for all types of programs. Teachers should carefully review the following guidelines to facilitate use of the curriculum.

1. Regardless of the structure of a program, it is important for teachers to include material from all of the orientation level units in their instruction. Established orientation level health occupations courses should cover the majority of the content from all 21 units. Teachers from skill level courses should review each unit and select the content and objectives from each unit which are most important for the students' program of study. This will provide students with essential skills for entry into any health career as well as preparation for entry into a chosen skill development course.

2. The Orientation Level Core Curriculum should be used in conjunction with the teacher's already existing curriculum materials and objectives. Many teachers have developed units of instruction and activities that are highly successful. These activities should tie-in easily with activities included in the core curriculum.

3. Use of the core curriculum is also dependent on instruction received by students in their other classes. Health occupations teachers should not attempt to duplicate instruction from health, math, or computer literacy courses. It is important however, for teachers to help students apply general knowledge acquired in these courses to the field of health occupations. The core curriculum has been designed for this purpose.

4. As stated earlier, the core curriculum has been organized into two parts of units in a recommended sequence. It is recommended that teachers attempt to follow the sequence as much as possible. However, it may be necessary for the teacher to rearrange the units to fit into the student's program of study. Each unit can be used independently and teachers are encouraged to use the materials as needed.

Structure and Implementation of the Orientation Units

Each unit of the Orientation Level Core Curriculum includes the following components:

- Overview of Content
- Content
- Measurable Performance Objectives
- Learning Activities
- Suggested Evaluation Methods and Evaluation Examples
- Expanded Activities*
- References

*Expanded Activities are only included in several units

Overview of Content

The overview, contained within the first few pages of the unit, is intended to provide the teacher with a framework for teaching the unit. The overview includes: a description of the content of the unit, overall importance of the unit, and relevance of the unit to health occupations. It is important for teachers to examine the overview prior to teaching the unit, so that the purpose of the unit is fully understood.

The next four sections of the core curriculum are organized into four columns across the width of two pages as follows:

(Left side of page)		(Right side of page)	
Content	Measurable Performance Objectives	Learning Activities	Suggested Evaluation Methods and Examples

Content

Included in the first column of each unit is the content. The content, based on extended review of resources, is the material that should be covered to meet the unit objectives. The content is presented in outline form with sufficient detail so that the teacher may establish the framework for a lesson plan. In most cases, the teacher will need to use one or more of the suggested or other references to prepare a lesson using the outline.

Measurable Performance Objectives

The measurable performance objectives are statements that describe observable behavior a student is expected to exhibit following a course of study. Measurable performance objectives are the "goals" to be achieved by the learner. Each unit includes one or more objectives for a particular content area. Objectives are numbered according to the number of the related content area from column 1. Teachers should use these objectives as means of managing the instructional process and finding out if instruction has been successful. The objectives have been written at levels ranging from basic knowledge of the content to the highest level of evaluation. Also included are some objectives that relate to motor skills and attitudes. Teachers are referred to Shea, Boyum, and Spanke for more information on the use of measurable performance objectives and a list of related references.[2]

Included under each objective is a list of references that contain material related to the objective. Teachers should refer to the list of references at the end of the unit for more information regarding the references.

Also included in the objectives column for many of the units is a statement of reference to other units of the curriculum. An example may be ("See the following units: Communication and Life Stages") The teacher is often referred to other units that cover material related to the particular objective. Referring to the recommended units will provide background information useful for planning the lesson.

Learning Activities

Many activities may be used to help students achieve the objectives of a course of study. Directly across the page from the measurable performance objectives (in the third column of each unit) are suggested learning activities for teaching each section of the content. Emphasis is placed on the use of creative teaching and the creation of high student involvement to improve learning.

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[2] Shea, M.L., Boyum, P.G., and Spanke, M.M. (1985). Clinical Teacher Education Series for Secondary and Post-Secondary Health Occupations Education: Developing Measurable Performance Objectives. Springfield: Illinois State Board of Education.

Creative teaching heightens learner motivation and interest in the subject being taught. In creative teaching, students are encouraged to generate and develop their own ideas. The outcomes of creative teaching are often unpredictable. Many of the learning activities included in the core curriculum involve the use of creative teaching. The activities include a great deal of open-ended discussion and student participation. The following is a list of creative techniques that are suggested in the learning activities of the curriculum:

CREATIVE TEACHING TECHNIQUES[3]

Brainstorming - a technique used to gather suggestions and ideas from students about a problem or issue in a short amount of time. A secretary is appointed to record ideas and judgments are withheld until all ideas are presented.

Buzz Groups - small discussion groups within a larger class or group which usually assemble after a general session for the purpose of discussing a presentation, analyzing a problem, or preparing questions for the larger group.

Case Analysis - group analysis of a case history for the purpose of developing skill in reflective thinking by defining problems to be solved, discussing relevant data and various sides of issues, and verifying facts to make judgments.

Case Incident Study - a teaching-learning situation built around a single incident or event. Students discuss the situation and apply the problem solving process.

Conference - a meeting of two or more persons of common interest who come together primarily for consultation, discussion, and interchange of opinions and ideas.

Demonstration-Performance Method - a presentation of an act or procedure explicated by the instructor, which allows for return-performance by the students.

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[3] Shea, M.L, Boyum, P.G., and Spanke, M.M. (1985) Clinical Teacher Education Series for Secondary and Post-Secondary Health Occupations Education: Incorporating Creative Teaching Techniques. Springfield: Illinois State Board of Education.

Teaching Techniques (cont.)

Discussion Method - an interaction between students and/or an instructor in order to explore, analyze, and/or debate an issue, topic, or problem.

Experiential Diary - a personal account of the student's thoughts and feelings about the events of the designated period of time.

Guest Speaker - an expert in a particular field or content area invited to speak to the class.

Journals - accounts or records of transactions or events over a designated period of time.

Learning Log - a record of sequential data on the speed, progress and/or performance of something which related to the objectives of a course of study.

Peer Teaching - the instruction of students, conducted by a student who is proficient in the procedure to be instructed.

Role-play - an instructional technique involving a spontaneous portrayal of a situation, condition, or circumstance by selected members of a learning group.

Simulation - a representation of a real event in a reduced form that is dynamic, safe, and efficient. May include role-play, case incident study, laboratory experiences, and game playing.

Teacher Exposition Method - an orderly presentation of organized subject matter involving student-teacher interaction.

Tour - an orientation to a new facility, department, area, or piece of equipment through first-hand observation.

At least one learning activity is presented for each measurable performance objective. Each activity is coded with a number/letter combination, e.g. 1a, 1b, 1c. The number corresponds to the number of the related measurable performance objective (from column 2) and the letter refers to the individual activity.

Selection of learning activities is dependent on time, resources, class size, and the characteristics of the learners. Teachers are certainly not expected to complete all of the activities listed. Rather, teachers are encouraged to select activities which supplement those they are already using or will add a "creative touch" and improve learning. Regardless of the techniques chosen, it is important to make sure that all students who are involved in the activity are encouraged to share their thoughts. However, the students should not be forced into participation. Teachers must carefully acknowledge the needs of individual students.

Suggested Evaluation Methods and Evaluation Examples

Included in the core curriculum are suggested evaluation methods to assess student achievement of the measurable performance objectives. Emphasis is placed on both formative evaluation (during the course of instruction) and summative evaluation (at the end of an instructional unit).

Evaluation includes the use of written and oral tests and evaluation of products the students have developed including posters, reports, etc. Teachers are also encouraged to assess each student's participation and inquiry during class discussion. This will encourage all students to participate.

The evaluation column also includes evaluation examples. Examples of test questions that were found in the references reviewed are included and identified by the author's name and page number of the appropriate reference. The entire citation of the reference may be found in the reference list at the end of the unit.

Expanded Activities

Several units of the core curriculum include one or more expanded activities. These activities are intended to be used to teach the concepts of transition skills and vocational ethics. The expanded activities include related objectives, purpose, directions, and suggestions for evaluation. In addition, appropriate forms and guidelines are included in each activity.

Teachers are encouraged to use the provided expanded activities to help students develop transition skills and vocational ethics relevant to the particular content. Furthermore, teachers should use the expanded activities as examples to develop additional activities for other units.

References

At the end of each unit is a list of references that were used to develop that unit and may be used to teach the content. The references include the following sections:

1) References - books, magazine articles, and other printed material

2) Audiovisual Aids - slides, filmstrips, cassettes, films, etc.

3) Computer Software - software packages for different types of personal computers.

(Note: some units may not include audiovisual aids or computer software.)

Prior to using the curriculum, the teacher should be familiar with the coding used for the references. The following is an example of a typical reference:

Milliken, M.E. and Campbell, G. (1985) Essential competencies for patient care. St. Louis: Mosby. S/T (A,B1,B4,B6) ECN# 610.73 MILL 1985-1.

Note the symbols that follow the name of the publisher:

1) S/T - "S" denotes a reference for students
"T" denotes a reference for teachers

In this case, the reference may be used by both students and teachers.

2) (A,B1,B4,B6) - the series of letters and numbers that follow the name of the reference refer to the major content areas of the unit. In this case the Milliken reference may be used to teach content areas A, B1, B4, and B6 of the particular unit. References that do not contain code numbers may be used as general references for the entire unit.

3) ECN# 610.73 Mill 1985-1 - this code represents the call number of materials available from the East Central Network/Illinois Vocational Curriculum Center, located at Sangamon State University, Springfield, Illinois 62708-2939, Phone (217) 786-6375 or toll-free in Illinois (800) 252-8533. Many useful materials including audiovisual aids are available on a loan basis from the ECN/IVCC. Teachers are encouraged to use the services as much as possible.

References that do not include an ECN# may be available from the local public library or community college. If none of the suggested references can be located, the teacher is encouraged to use other references that include the content of the particular unit.

References for the Teacher

In addition to the references included at the end of each unit, many general references are available to the health occupations teacher for implementation of the core curriculum. These references are included in the following section:

For information and assistance with Health Occupations Program Planning:

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
100 N. First Street
Springfield, Illlinois 62777
Vocational Education Program Services Section
(217) 782-4877

For information regarding instructional materials for Health Occupations:

Vocational Education Service
1401 S. Maryland Drive
Urbana, Illinois 61801
(217) 333-3872

Curriculum Publications Clearinghouse
Horrabin Hall 46
Western Illinois University
Macomb, IL 61455
(800) 322-3905 (toll-free in Illinois)
(309) 298-1917 (from outside Illinois)

East Central Network/Curriculum Publications Clearinghouse
Sangamon State University
Springfield, IL 62708-2939
(800) 252-8533 (toll-free in Illinois)
(217) 786-6375 (from outside Illinois)

For assistance with staff development and clinical instruction:

Clinical teacher education series for secondary and post-secondary educators. By Shea, M.L., Boyum, P.G., and Spanke, M.M. Springfield: Illinois State Board of Education, 1985.

Available from: Curriculum Publications Clearinghouse

For addresses of publishers of instructional materials:

BOOK PUBLISHING DIRECTORIES

American book trade directory. Compiled biannually by Eleanor F. Steiner-Prag. New York: R.R. Bowker Co., 1967-date.

Book publishers directory. Annie M. Brewer and Elizabeth A. Geiser, editors. Detroit: Gale Research Co. 1979.

Books in print: An author-title-series index to the publisher's trade list. Annual. New York: R.R. Bowker Co. 1965-date.

International literary marketplace. European ed. New York: R.R. Bowker Co. 1965-date.

Literary marketplace: The business directory of american book publishing. New York: R.R. Bowker Co. 1941-date.

Perspectives on publishing. Philadelphia: American Academy of Political and Social Science. 1975.

Resources for health occupations educators. Lynne Meyer. Urbana, IL: Vocational Education Service, University of Illinois. 1987 (Doc# U-H01000a)

AUDIOVISUAL DIRECTORIES

Audio visual marketplace: a multimedia guide. New York: R.R. Bowker. 1969.

COMPUTER DIRECTORIES

Microcomputer marketplace. Annual. New York: Dekotek. 1982.

What's new in software for health occupations. Janice Sandiford, Ph.D. N. Miami: Florida International University. (Directory of software presented at the American Vocational Association Annual Conference on December 8, 1985 at Atlanta, GA)*

*Many of the computer software references cited in this core curriculum were selected from this directory.

Summary

This section of the Orientation Level Core Curriculum included: an overview of orientation level health occupations instruction, overview of the Health Occupations Students of America (HOSA), introduction to special needs students, general guidelines for implementing the core curriculum, overview of the structure and implementation of the units, and additional references to facilitate use of the core curriculum.

The guidelines presented and material included in the units should help teachers to plan and implement an effective course of study for orientation to health occupations. The course will help prepare students to face the many challenges they will encounter during their lives and will help them succeed in a secondary or post-secondary skill level health occupations program.

UNIT I

INTRODUCTION TO HEALTH CARE

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OVERVIEW OF CONTENT

The primary purpose of an orientation-level health occupations program is to introduce students to health care and the many opportunities for employment in the health care industry. The initial step in introducing students to health care is to provide students with an overview of the entire health care industry. The purpose of this unit is to orient the student to health care. The unit begins by introducing the student to various types of health care providers. Examples of providers include a general hospital, convalescent care facility, health maintenance organizations, and the World Health organization.

Also included are government agency health care providers, such as U.S. Public Health, Veterans Administration Hospitals and state psychiatric hospitals. The student is also introduced to voluntary organizations such as the March of Dimes, the American Cancer Society, Students Against Drunk Driving, and Planned Parenthood. These agencies help provide health care, but in a different way--mainly through donations of money and time.

Also covered in this unit is a discussion of the organizational structure of a typical hospital. By understanding hospital organization, students are able to see where various health care workers fit into the chain of command. They are able to see that the medical staff is almost a separate entity in the chain of command from the rest of the hospital employees.

By looking at the concept of the health care team, students are introduced to the various types of health care workers and their titles. They learn that a radiologic technologist and a phlebotomist perform diagnostic procedures, while an admitting clerk and a medical records technician are also part of the health care team. They also will be introduced to the different specialities of the physician.

In addition to being introduced to the providers of health care, students should also understand the ethical and legal aspects of health care. This should include a discussion of the desirable qualities of a health care worker as well as moral ethics and basic legal terminology.

Following this unit, students will have a better idea of what the health care industry is all about. They will realize that health care is a very important part of society and that it involves not only working with patients, but also includes research, diagnostic services, administration, and volunteering time and money for organizations such as the March of Dimes. This information will help students to better relate the personal and science skills that are taught later in orientation.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Health Care Providers	
1. What is health? a. Complete physical well-being b. Complete mental well-being c. Complete social well-being d. Absence of disease or infirmity	1. Identify four components that comprise health. Hoffman and Lipkin; p. 16 Sundberg; p. 5
2. Health care agencies, facilities, and providers a. General hospitals 1) Short hospitalization 2) Wide range of services 3) Emergency care 4) Ambulatory care (e.g., day surgery b. Specialty hospitals 1) Long-term care 2) Specific illnesses; eg: Tuberculosis, chronic diseases, psychiatric problems 3) Hospice Care Centers 4) Occupational therapy c. Physician and dental service 1) Diagnose illness 2) Simple surgery 3) Bone-setting 4) Counseling 5) Drug administration d. Rehabilitation centers 1) Physical/occupational therapy 2) Hydrotherapy 3) Therapy for loss of limb 4) Therapy for loss of organ function 5) Receive and learn to use prosthetics	2. Discuss the various types of health care agencies and facilities. Badasch and Chesebro; p. 5 Sloane and Sloane; pp. 20-22 Wilson and Neuhauser; pp. 16-18, 43-54 Williams and Torrens; pp. 91-224 Smolensky; pp. 175-179 Ross; pp. 183-212

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students write a five-minute essay on what they feel health is. Read some of their ideas aloud to the class and discuss in class. See how many of the four areas they can think of.	Written tests essay
1b. Hold a class discussion about how health care workers help promote health.	
2a. Have students compare and contrast the various health care providers. For example, how are home health care agencies similar to senior day care centers? How are they different? What types of patients are admitted to a specialty hospital in contrast to a general hospital? Write a brief report.	Written tests matching multiple choice true/false Report evaluation
2b. Have each student visit one type of health care facility or take a field trip, e.g., Physician's solo practice, general hospital, community health clinic, nursing home, etc. Discuss the similarities and differences.	Inquiry during discussion
2c. Brainstorm and have students make up a list of all agencies and institutions which offer health care services in the local community. See how long of a list they can produce.	
2d. Have each student make a poster representing one type of health care facility.	Poster evaluation for accuracy and creativity

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Health care agencies, facilities, and providers. (cont'd)	2. Discuss the various types of health care agencies and facilities. (cont'd)
e. Convalescent care (e.g., nursing home, long-term care): 1) Typically elderly people 2) Provide nursing services and personal care 3) Provide care for people who require an extended stay 4) Provide a wide range of activities	
f. Clinics 1) Combination practice 2) Doctors with different specialties 3) Provides immediate care 4) Diagnostic testing	
g. Health Maintenance Organizations (HMO) 1) Stress preventive health care 2) Provides several health services, eg.: Hospitalization, basical medical services, immunizations, basic check-ups 3) Referrals if needed	
h. Home health care agencies 1) Provide health care in the home 2) Provide services such as: -Nursing -Physical therapy -Personal care -Homemaking -Occupational therapy	
i. Senior day care 1) Provide care for elderly during day 2) Provide services such as: -Activities -Rehabilitation -Contact with other people	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Health care agencies, facilities, and providers. (cont'd)	2. Discuss the various types of health care agencies and facilities. (cont'd)
j. The World Health organization 1) Special agency of United Nations 2) International organization 3) Concerned with world health problems 4) Publish health information 5) Compile statistics 6) Investigates serious health problems worldwide	
k. Mental health services 1) Provide wide range of mental health services 2) Located in a defined geographical area	
l. Private office-based practice - solo practice 1) Independent practice 2) Use own facilities and equipment	
m. Private office-based practice - group practice 1) Voluntary association of three or more physicians 2) Use common facilities 3) Share income	
B. Government Agencies: Federal, State, and Local Governments also Provide Health Services.	
- Services funded by taxes - Provide direct health care - Safeguard food and water supplies - Promote health education	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Government Agency Examples a. Veterans Adminstration Hospitals b. U.S. Public Health Department c. State Psychiatric Hospitals d. State University Medical Centers e. State Public Health Services f. County Hospitals g. The Public Health Department h. Senior Centers i. Army/Navy Hospitals j. Center for Disease Control (Atlanta)	1. Identify various examples of governmental health care agencies. Badasch and Chesebro; pp. 5-6 Roemer; pp. 5-8 Smolensky; pp. 169-173
2. U.S. Public Health Department's Six Major Responsibilities a. Perform research in diseases that kill, handicap or cripple b. Prevent and treat alcohol or drug abuse c. Prevent and control diseases that are transmitted by insects, animals, air, water, and people d. Check food and drugs for safety e. Plan more effective ways to deliver health services f. Help make quality care more available and affordable by encouraging health personnel to work in underserved areas	2. Describe the major responsibilities of the U.S. Public Health Department. Badasch and Chesebro; p. 5

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students either go on a field trip or have representatives of the various agencies speak to the class. During the class, have students discuss the similarities and differences.	Written test matching true/false multiple choice
1b. Have students collect brochures and/or pamphlets on what is available through the various government agencies.	
2a. Have students identify some diseases in which research must be done (eg., polio, muscular dystrophy, cerebral palsy, etc.) Discuss how these diseases are debilitative.	Written test true/false multiple choice Inquiry during class discussion
2b. Have someone from a substance abuse agency guest lecture on why preventing and treating substance abuse is important. Also include discussion on current laws pertaining to "driving under the influence." Provide the class with information on where they may obtain help. If any student wishes to talk about drug and/or alcohol problems, find a suitable counselor for them to talk to.	
2c. Have students do some research on the Food and Drug Administration. Discuss its operations and goals in class. Refer to cyanide poisoning of Tylenol, salmonella poisoning of milk, etc. Have students discuss what would happen if there wasn't an organization such as the FDA.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Voluntary Organizations	
1. Functions of voluntary organizations:	1. Identify the basic structure of voluntary organizations.
a. Agencies that raise funds and carry out program for fighting certain diseases, focus on the health of certain population groups, or are concerned with certain types of health services and programs	Badasch and Chesebro; p. 6 Roemer; pp. 9-10 Ross; p. 212-217 Wilson and Neuhauser; pp. 239-240
b. Receive support from donations, gifts, membership fees, fund raisers, and endowments	
c. Not supported by the government and many of the workers are not paid.	
2. Types of voluntary agencies:	2. Identify the four types of voluntary agencies.
a. Agencies concerned with specific diseases; eg.: - American Cancer Society - American Heart Association - American Lung Association - National Foundation (poliomyelitis and birth defects) - American Social Hygiene Association (venereal diseases, narcotics, alcoholism) - American Diabetic Society	Chisari, Nakamura and Thorup; pp. 116-145 Smolensky; p. 180 Wilson and Neuhauser; p. 180

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have small groups of students make up an imaginary voluntary organization of their own and make a booklet. Have them identify the purpose of their organization, what group it is intended to help, and how they will obtain funds in order to support their organization. Have them discuss whether they actually think this will work or not (eg., MacArthur High School's Teenage Drug Abuse Program - raise funds by having car wash, bake sale, membership dues, etc. This money is then used to help pay for professional help, etc.).	Written test essay Assessment of voluntary organization booklet for creativity, neatness, completeness
1b. Have students help with a fund drive such as the cancer drive. Have a sponsor from the organization speak to the class on how the money will be spent.	
2a. Have students brainstorm and develop lists of organizations they have heard of which would fit under the four categories. Have them explain why each one goes under a certain category.	Participation in brainstorming session Written test matching

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Types of voluntary agencies: (cont'd)	
b. Agencies that are concerned with certain organs or structures of the body e.g.: - The National Society for the prevention of Blindness - The American Society for the Hard of Hearing - The National Society for Crippled Children - The American Heart Association	
c. Agencies that are concerned with the health and welfare of special groups in society; eg.: - The Maternity Center Association - The American Negro Health Association (now the National Health Association)	
d. Agencies that are concerned with particular phases of health and welfare eg.: - The National Safety Council - The Planned Parenthood Federation of America -Students Against Drunk Driving (SADD)	
D. Hospital Organization	
1. Organizational structure	1. Discuss the organizational structure of various health care facilities.
a. Governing board	
b. Administrative personnel 1) Administrator 2) Assistant administrator 3) Departmental directors	Badasch and Chesebro; pp. 6-7 Oyler and Swinney; pp. 82-86 Ross; pp. 93-98 Wilson and Neuhauser; pp. 18-33

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Make or explain a health care facility's organization chart to display in the classroom. Use the chart to demonstrate the health care worker's place in the chain of command.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Organizational structure (cont'd)	
c. Health care workers 1) Auxilary group (volunteers) 2) Diagnostic services (e.g., emergency room, radiology, medical laboratory) 3) Therapeutic services (e.g., nursing, rehabilitation, respiratory therapy, radiation therapy) 4) Environmental and equipment (e.g., central supply, housekeeping) 5) General services (e.g., clerical, admitting service, medical records)	
d. Medical staff	
e. General organization The governing board is over the administrator, the administrator is over the health care workers. The medical staff govern's itself, but is between the governing board and administrator (except V.A. Hospitals)	
E. The Health Care Team	
1. Service	1. Identify the various service rendered in different departments in the hospital. Badasch and Chesebro; pp. 6, 21-51 Wilson and Neuhauser; pp. 72-78, 82-86
a. Therapeutic Services - work directly with the treatment of the patient. - Dietary - Pharmacy - Physical/Occupational therapy - Renal dialysis - Nursing - Radiology - Emergency medical technicans - Dental - Respiratory therapists	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Obtain organizational charts of a hospital, nursing home, clinic, etc. Compare and contrast the various organizational charts. Discuss in class.	
1c. Have students draw an imaginary organizational chart.	Evaluate imaginary organizational chart for neatness and accuracy.
1d. Invite a health care worker to discuss the organizational structure of their health care facility or office.	
1e. Have students select career options within the administrative structure and ask students to prepare brief reports on these careers, emphasizing training required, duties, salary, and advancement opportunity. (Students will conduct a more thorough investigation in the unit "Health Careers".) Students may also interview a health care worker for information.	Assess report on a health career for neatness and accuracy.
1a. Assign students a certain area to study and have them report a one-minute description of their assigned area to the class. Also have each student make a highlight page to duplicate and give to the class to study.	Written tests multiple choice matching Report evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Services (cont'd)

   b. Diagnostic Services - involved with the diagnosis of illnesses and disease.
      - Audiology
      - Cardiology (EKG)
      - Laboratory
      - Neurology
      - Optical
      - Pulmonary
      - Radiology

   c. Environmental and Equipment Services - involves the maintenance of the facility and the function of its equipment and services.
      - Central supply
      - Housekeeping
      - Engineering
      - Groundskeeper

   d. General Services - variety of additional services.
      - Clerical
      - Social work
      - Staff development
      - Transporation
      - Personnel
      - Admitting service
      - Unit secretaries
      - Medical records
      - Medical-clerical
      - Medical librarian

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Physicians - Allergy and immunology - Anesthesiology - Cardiology - Colon and rectal surgery - Dermatology - Emergency medicine - Endocrinology - Family practice - Internal Medicine - Neurological surgery - Nuclear medicine - Obstetrics and gynecology - Oncology - Opthamology - Orthopedic surgery - Otolaryngology - Pathology - Pediatrics - Podiatry - Physical medicine and Rehabilitation - Plastic surgery - Preventive medicine - Psychiatry and neurology - Radiology - Surgery - Thoracic surgery - Urology	2. Identify the various branches in which physicians may specialize. Chisari, Nakamura and Thorup; pp. 43-81 Wilson and Neuhauser; pp. 69-70 (See the following unit: Medical Terminology)
F. Ethical and Legal Aspects	
1. Qualities of a health care worker (Qualities are a measure of excellence. Quality workers perform above the average.) a. Honesty b. Good judgment c. Kindness d. Concern	1. Identify the basic qualifications expected of a health care worker. Badasch and Chesebro; p. 9 Oyler, Swinney; pp. 89-90 Rung; LAP: Confidentiality Simmers; pp. 2-3

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Hand out a list of descriptions of each specialty. Have students discuss the differences. Ask questions such as the following: -How are nuclear medicine and radiology different? Similar? -What areas of the body do opthamologists and otolaryngologists treat? -How long is the residency for each? Review prefixes and suffixes to help students remember the types of specialities. Also discuss differences between medical doctors and osteopaths.	Written tests matching multiple choice Inquiry during discussion
1a. Have the students make a list of qualities they think a health care worker should possess (brainstorm). After the list has been completed, the teacher should add any qualities the students may have forgotten using the list provided. Have students discuss each quality and why it is important.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Qualities of a health care worker (cont'd) e. Confidentiality f. Good listener g. Emotional maturity h. Willingness to work i. Dependability j. Tolerance k. Patience l. Objectivity m. Attendance n. Able to follow instructions o. Empathy p. Endure illness q. Non-judgmental	
2. Moral ethics ("Ethics" is a code of conduct representing ideal behavior for a group of individuals.) a. Be loyal to patients, co-workers, and employer b. Know your limitations c. Be sincere d. Respect the privacy of others, keep in confidence all privileged information e. Be a good citizen f. Be sincere in giving service and expect only your salary in return g. Be faithful h. Be informed and up-to-date i. Be caring and concerned	2. Analyze an ethical problem in the health care field. Badasch and Chesebro; p. 9 Roemer; pp. 149-160 Ross; pp. 158-160 Kozier and Erb; pp. 76, 86-91

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Invite a personnel manager from a health care facility to speak to the class about the qualifications sought in prospective employees. Ask the speaker to discuss the consequences of violating these standards.	
1c. Have students conduct self-evaluations using the list of qualification standards developed in class. Have students rate themselves as "excellent," "good," "fair," or "needs improvement."	Completion of self-evaluation
1d. Have students complete the Learning Activity Package on confidentiality. (Rung)	Give students a written test over items covered in the LAP: Confidentiality.
1e. Conduct a role-play session. Have several students demonstrate appropriate qualities of a health care worker. Have the others act out inappropriate behavior. Videotape if possible.	Evaluate role play activity.
2a. After giving students the list of moral ethics, have them discuss why each is important. Then, divide students into groups, giving them an ethical problem. Ask them how they would solve it. Have the students evaluate their solution against the value assessment criteria listed in the expanded activity. Have them report their problem and solution to the class. (See Expanded Activity F.2a.)	Teacher assessment of written or oral analysis of an ethical problem.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Health care worker controls (Legal responsibilities) - Health professionals are evaluated through their levels of ability. These are controlled through licensure, certification, and registration. a. Licensure - is given by a governmental agency when a person meets the qualifications for a praticular occupation. b. Certification - is given for recognition. If specific guidelines must be met, the certification equals licensure. c. Registration - is a list of individuals on an official record (e.g., registered nurse, registered dental hygienist, etc.)	3. Differentiate between licensure, certification and registration as they apply to the health care field. Badasch and Chesebro; p. 12 Ross; pp. 162-167 Wilson and Neuhauser; pp. 63-64 Kozier and Erb; pp. 101-103

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2b. Distribute copies of codes of ethics for several health care fields. Have students discuss how these ethics affect all health care fields. For example, what happens if one does not keep informed and up-to-date? What could the consequences be? (Sterilization techniques, x-ray techniques, new procedures, etc.)	
2c. Define ethics. Have students differentiate between illegal and unethical acts in an essay.	Evaluation of essay on "ethics."
3a. Have students do some research and write a report of which health care fields are licensed, certified, or registered. Have them discuss the differences. For example, certified dental assistant, licensed dental assistant, licensed practical nurse/registered nurse. Which occupations are under several controls? Also look at differences in various states.	Report on certification licensure and registration.
3b. Have students discuss the importance of licensure for health professionals.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Legal terms and boundaries	4. Define the terminology common with medical legalities.
a. Informed consent b. Invasion of privacy c. Malpractice d. Negligence e. Litigation f. Confidentiality g. Assault h. Battery	Badasch and Chesebro; pp. 12-13 Day; Module I-A Oyler and Swinney; p. 93 Ross; pp. 124-126. 169-171, 174-175 Simmers; pp. 4-6 Kozier and Erb; pp. 103-109

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Assign students to complete word searches & crossword puzzles.	Written test matching multiple choice true/false fill-in-the-blank Day; p. I-A 4
4b. Give students a handout of legal terminology for them to research and define. Have them cite one example in health care for each definition. Or, give them an example and have them give the term that best describes the situation.	
4c. Invite a lawyer to discuss legal responsibilities of health care personnel.	
4d. Invite a hospital administrator to discuss legal hospital forms and their importance. Have students practice filling out various legal forms.	
4e. Have students complete learning Module I-A by Nancy Day.	
4f. View Trainex film and filmstrip on Ethics.	

Expanded Activity F.2a.

Topic:

F. Ethical and Legal Aspects

Student Competencies:

2. Analyze an ethical problem in the health care field.

Learning Activity:

After giving students the list of moral ethics, have them discuss why each is important. Then, divide students into groups, giving them an ethical problem (Student's Form). Ask them how they would solve it. Have them evaluate their solution against the value assessment criteria listed in the expanded activity (Student's Form). Have them report their problem and solution to the class.

Overall Purpose of the Activity:

1. To give students the opportunity to discuss moral ethics in health care.
2. To help students use the problem solving method to make suggestions for solving an ethical problem.
3. To have students evaluate their solutions against the value assessment criteria.

Suggestions for Evaluation:

Teacher assessment of written or oral analysis of an ethical problem.

(Student's Form)

An Ethical Problem

Directions: The following is a case study of an ethical problem in the health care field. Discuss the problem in your group and brainstorm about possible solutions. Choose the best solution. Evaluate the solution by answering the questions listed after the case study. Report your findings to the class.

Case Study:

Mr. Busch, the administrator of the hospital in which you work, is being treated for pneumonia on your floor. His doctor just told you that Mr. Busch's blood test was reported positive for the AIDS virus. He is immediately put on contact isolation, but his condition on the hospital record still reads pneumonia patient. As a nurse, you are concerned about the safety of yourself and your co-workers. However, you know the importance of keeping the patient's right to confidentiality. What should you do?

Solution: ____________________

____

____

____

Evaluate the solution your group has chosen against these value assessment criteria:

1. Reciprocity: If you were Mr. Busch, would you want this choice to be made?
2. Consistency: Would this solution be appropriate if Mr. Busch had a different disease (e.g., cancer or Alzheimer's disease)?
3. Coherence: Will this choice contribute to your overall well being as well as the hospital in which you work?
4. Comprehensiveness: Would this choice be appropriate to make if you and Mr. Busch worked for a bank or large company, and you discovered he had AIDS?
5. Adequacy: Does the choice solve the problem on a short term basis?
6. Duration: Does the choice solve the problem over time?

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UNIT II

STUDY SKILLS

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OVERVIEW OF CONTENT

A primary goal of education is to assist students to become independent thinkers who have the ability to learn on their own. Oftentimes teachers focus on the content and objectives with little regard to helping students develop skills through which they can become independent learners. Skills needed for independent learning are usually classified under the general category of "Study Skills." There are many types of skills needed to help students study effectively. By providing students with activities that develop these skills, teachers can help students achieve success in school as well as the world of work.

In order to develop good study habits, students must first have a positive attitude toward studying and school in general. This involves the development of an internal commitment to work hard and avoid finding ways around studying. Teachers play a large role in helping students develop this commitment.

Along with the development of appropriate attitudes, students should establish goals toward the improvement of study habits. Long range career goals should first be established. Looking at their long-range plans helps health occupations students to realize the importance of studying hard at the present time. Students should also develop short-term personal and study goals that apply to what they are presently doing. Focusing on getting better grades and studying harder will help students to achieve their long-range goals.

Basic to the development of good study habits is the development of word skills. Health occupations teachers should help students to thoroughly understand the parts of words and ways to build words. These skills will also help students to learn medical terminology, covered in a later unit. Use of a dictionary should become second hand to students. With just a few activities, health occupations teachers can help students learn how to use both general and medical dictionaries.

Many students have difficulty with spelling. Teachers can use a variety of techniques to help students improve their spelling. The development of good spelling skills is directly related to job success. Related to spelling is the development of a good vocabulary. Students in health occupations must have a good vocabulary of health-related terms as well as general words used in everyday life.

Once students have improved their word skills, they can focus on skills to improve the studying of course materials. A basic skill essential to effective studying is managing time. Today's students are overburdened with extracurricular activities and part-time job responsibilities. They should develop long-term and daily schedules now, prior to entering a health occupations training program or starting a new job.

Students often have difficulty taking notes in class. Many students write too much or have difficulty listening to the teacher. With little effort teachers can work with students on the practice of the skill of effective note-taking.

The study of textbooks is essential to school success. Students early receive assistance with highlighting textbook chapters and taking notes on the material. Teachers can use a few techniques to help students practice these skills.

Many readings in the health occupations area include graphs, tables, or diagrams. Unfortunately, students are often intimidated by these usual representations and they overlook important information. These students will be at a strong disadvantage in a health occupations training program. Teachers should continuously provide students with examples of graphs, tables, and diagrams and should spend time helping students with interpretation of these visual representations. These are higher level skills that are essential to school and job success.

Educational researchers have developed a variety of study methods. One method that is frequently used is the SQ3R method of studying written materials. By following the SQ3R steps of survey, question, read, recite, and review of materials, students improve their comprehension.

All students must become familiar with the library. Most libraries provide tours to groups of students for the purpose of identifying what the library has to offer. Health occupations teachers should follow-up tours with activities in which students are required to use the library facilities. These activities will make the library seem less threatening to the student and students will soon realize that the library is a valuable resource.

Finally, teachers should help students develop skills to improve taking tests. For some students, a 10-point quiz can be a threatening experience. Test anxiety is often a cause of school failiure. Students should learn how to relax when taking a test. Students can also develop "test wiseness" or an ability to master any type of test question. By practicing the activities within the unit, the health occupations teacher can help students successfully complete objective as will as essay tests. Development of skills in test-taking will undoubtedly help students when they take aptitude tests and licensure exams for health fields in the future.

A student's study habits begin to develop early during the educational process. Many factors may influence a student's ability to achieve in school. Teachers can help students to achieve by helping them practice basic study skills. By completing activities suggested in this unit and utilizing some of the activity packages and computer software included in the reference list at the end of the unit, health occupations teachers can improve their students ability to study and help students learn how to learn. This is a skill needed for success in any career.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Introduction to Study Skills 1. Description a. Specific abilities students use b. Learn content of curriculum on their own c. Examples - using library, notetaking	1. Identify skills used by individuals with good study habits. Graham and Robinson; pp. 3-4
2. Importance of study skills a. Learn how to learn b. Helps problem-solving c. Become independent learners d. Peer recognition e. Teacher recognition f. "Outstanding student" award	2. Discuss the importance of having good study skills. Graham and Robinson; pp. 3-4 Pauk; pp. 6-10 Milliken and Campbell (Test); p. 20, (Workbook); pp. 12-13
B. Attitude for Studying	
1. Inner commitment to do the work, desire to succeed	1. Discuss commitment to studying. Langan; pp. 4-8 Graham and Robinson; pp. 4-8
2. Avoidance tactics a. "I can't do it" b. "I'm too busy" c. "I'm too tired" d. "I'll do it later" e. "I'm bored with the subject" f. "I'm here and that's what counts" g. "I don't like to do anything on Mondays"	2. Assess personal tactics used to avoid studying. Langan; pp. 8-10

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a discussion on the concept of study skills. Ask students to identify skills used by individuals they know who have good study habits. Ask a person with good study habits to speak to the class.	Evaluation of participation during discussion
2a. Hold a lecture discussion on the importance of good study skills. Emphasize to students that learning how to learn, problem-solving, and being independent learners are vital to success in school and life in general.	Evaluation of participation during discussion
1a. Hold a discussion on what commitment means. Ask students to think of individuals who are committed to study hard and those who are not.	Evaluation of participation during discussion
2a. Conduct a brainstorming session identifying different tactics students use to avoid studying. Make a list of the tactics and how each student checks which tactics he/she uses.	Evaluation of completed checklist

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Goal Setting for Studying	
1. Long-range career goals	1. Practice setting long-range career goals Langan; pp. 12-14
2. Short-term goals a. Personal goals; eg., To get involved in HOSA. b. Study goals; eg., To earn a B or better in math.	2. Practice setting short-term personal and study goals. Langan; pp. 14-16
D. Word Skills	
1. Word parts a. Prefix b. Suffix C. Roots	1. Given a list of words, identify the prefixes, suffixes, and roots. Langan; pp. 31-48 Pauk; pp. 284-287 Millman and Pauk; pp. 97-106

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students identify three health careers in which they have an interest. Have them look up the educational requirements and subjects to study for entry into a program and complete a worksheet of this information. You may have students write to a college for information.	Worksheet evaluation Evaluation of career goals
1b. Invite a guidance counselor to speak to the class on courses required for entry into post-secondary health occupations programs.	
1c. Have students write out 1-2 long-range career goals. Discuss these in class.	
1d. Have students interview someone (possibly a former student) who has achieved career success. Include questions about career goals and how the person achieved his/her goals.	
2a. Have students write out 2-3 personal goals and study goals for the semester. Periodically evaluate progress on achievement of the goals.	Evaluate achievement of goals
1a. Give students a list of words or prepared worksheets (See Rice). Have them highlight the prefixes, suffixes and roots.	Written tests Langan; pp. 32-47 Shepherd; pp. 29-30
1b. Have students study the dictionary to find other words with the prefixes and suffixes.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	1. Shepherd; pp. 25-28 Spargo; pp. 89-96 Rice
2. Using the dictionary a. Look up spelling b. Syllabication c. Pronunciation d. Parts of speech e. Word definitions	2. Practice use of the dictionary for spelling, syllabication, pronunciation, parts of speech, and word definitions. Langan; pp. 49-61 Graham and Robinson; pp. 42-47 Spargo; pp. 105-112 Milliken and Campbell (Workbook); pp. 14-15
3. Spelling improvement a. Using the dictionary b. Personal spelling list c. Studying a basic word list d. Basic spelling rules	3. Apply techniques in improve spelling. Langan; pp. 62-69 Throop Horney Spell and define spelling for medical careers. The spelling machine Tic-Tac-Spell U-Spell

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1c. Give students a list of words, have them add prefixes or suffixes to create new words.	
2a. Ask students to review different types of dictionaries including a regular dictionary, medical dictionary, and a thesaurus. Discuss uses in class.	Evaluation of participation during discussion Written tests Worksheet evaluation Langan; pp. 50-55, 58-61 Milliken and Campbell (Workbook); pp. 14-15 Graham and Robinson; pp. 44-46
2b. Give students a worksheet of words related to health occupations. Assign them to identify the syllabication of the words, part(s) of speech, and possible definitions. Ask students to pronounce the words to you.	
3a. Give students a list of words that are misspelled. Have them correct the spelling using the dictionary.	Evaluation of corrected spellings Evaluation of word list Written tests Langan; pp. 64, 66069
3b. Have students keep a personal list of frequently misspelled words. Have them correct the spelling of each word and practice stating and writing the correct spelling. Have them keep a notebook.	
3c. Provide students with lists of health occupations words. Conduct spelling bees to practice spelling of the words.	
3d. Hold a teacher exposition reviewing basic spelling rules. Read a list of words that apply these rules and have students write out the words.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Vocabulary development	4. Employ different approaches to vocabulary development.
a. Regular reading b. Using context clues 1. Determining the meaning of a word from clues given in the paragraph. 2. Eg. The doctor administered a local "anesthetic" to the boy's arm. Now the boy couldn't feel the pain of having the cut on his arm stitched up. c. Systematically learning new words	Langan; pp. 70-84 Pauk; pp. 269-301 McWhorter; pp. 239-259 Morgan and Deese; pp. 47-51 Churchill and Churchill Pyrczak (Context reading skills) Smith Building a medical vocabulary Davidson Health occupations vocabulary development PSAT word attack skills Touchton & Wedler Vocabulary builder
E. Study Skills	
1. Time management	1. Develop different types of study schedules.
a. Master (semester) schedule b. Detailed weekly schedule c. Daily assignment schedule d. Daily or weekly "to do" list	Langan; pp. 115-129 Pauk; pp. 34-56 Morgan and Deese; pp. 13-24

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have students maintain a list of of books that they have read. Discuss readings and suggest additonal books.	Evaluation of booklist Word list evaluation Context clue evaluation Written tests Evaluation of index cards Langan; pp. 73-74, 76-78, 83-84 Pauk; pp. 273-276
4b. Assign students to read a newspaper or magazine article that contains new words. Have them make a list of the words, look up the definitions and present the words to the class.	
4c. Have students read a chapter in a health occupations book or an article from a magazine. Ask them to make a list of any content clues that they found.	
4d. Have students prepare a set of 3x5-inch cards of new words to learn. Have them put the word, pronunciation, parts of speech, and forms of the word on the front of the card, and put the different definitions on the back. The students can then study the cards and quiz each other.	
4e. Have students complete worksheet packages and computer software packages on vocabulary listed in the reference list.	
1a. Hold a teacher exposition on the importance of time management for studying. Ask students to identify factors that interfere with their studying.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Taking classroom notes a. Development of good listening b. How to take notes c. Reviewing notes	2. Demonstrate skills for taking classroom notes. Langan; pp. 87-114 Pauk; pp. 117-142 Staton; pp. 29-33 Morgan and Deese; pp. 27-31 Spargo; pp. 181-196 Hoffman; pp. 34-35 Grenspan How to survive in school; Marin & Smith How to take notes; Smith, T.A.
3. Studying a chapter in a textbook a. Survey the chapter (previewing) b. Read the chapter c. Underline or highlight (only on purchased textbooks)	3. Practice skills for studying textbook chapters. Langan; pp. 130-144 Pauk; pp. 143-174, 189-205

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Have students plan a master schedule and a detailed weekly schedule for semester. Hold a conference with each student helping to plan study time. Evaluate student progress midway through the semester and at the end.	
1c. Have students develop a "to do" list for several weeks that includes their assignments. Encourage then to maintain the list throughout the semester.	
2a. Read several paragraphs to students. Ask them to take notes. Review and discuss their notes individually or as a class.	
2b. Have students review the evening news and take notes. Hold a discussion and compare their notes.	
2c. Have students evaluate their own notetaking skills using an evaluation form similar to the form in Langan p. 103. (See expanded activity)	
2d. Have students practice the Cornell system of note taking described in Pauk pp. 127-129. Review their notes and hold individual conferences	
3a. During class give students five minutes to preview a chapter from a textbook. Have them close the book and ask them general questions regarding the chapter.	Evaluation of responses to questions on textbook preview. Evaluate highlighting of chapter or article. Evaluation of notes from textbook.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Studying a chapter in a textbook (cont'd) d. Make written notes e. Recite from notes	3. Shepherd; pp. 11-16 Morgan and Deese; pp. 53-68 Spargo; pp. 123-146 "Your study skills"
4. Understanding visual materials a. Graphs b. Tables c. Diagrams	4. Interpret various types of graphs, tables, and diagrams. Pauk; pp. 175-188 Millman and Pauk; pp. 124-133 Morgan and Deese; pp. 59-60 Interpreting graphs
5. SQ3R system of studying a. Survey 1) Quickly skim 2) Note title, main headings, first and last paragraphs, marked pictures and charts b. Question - raise questions about headings and main parts c. Read 1) Read for answers to questions 2) Highlight important information	5. Apply the SQ3R method of studying. Langan; pp. 145-161 Pauk; pp. 166-167 Morgan and Deese; pp. 53-59

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3b. Have students practice highlighting key ideas from a textbook chapter (only on purchased books) or from a magazine article.	
3c. Ask students to make written notes from textbook material. Review their notes.	
4a. Give students a variety of different types of visual representations including: bar graphs, circle/pie line graphs, tables, and diagrams. Ask questions about each visual representation.	Evaluation of responses to questions regarding graphs, tables, diagrams. Evaluation of student completed graphs and tables. Written tests
4b. Give students different set of data related to health. Have them construct different types of graphs and tables.	
4c. Give all students the same data. Have small groups of students develop different types of graphs. Compare graphs.	
4d. Develop a bulletin board of graphs collected from health related magazines and newspaper articles. Give students a list of questions related to the graphs.	
5a. Conduct a teacher exposition on the SQ3R method of studying. Use a textbook chapter or magazine article as an example.	Evaluation of responses during class discussion Written tests on selected readings following use of SQ3R study method
5b. Assign students to use the SQ3R method to study a specific article. Give them a list of questions and compare answers in a class discussion.	Langan; pp. 147-161

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. SQ3R system of studying (cont'd)	
d. Recite 1. Recite important points 2. Reread as necessary e. Review 1. Go back over all material 2. Recite important ideas	
F. Using the Library	
1. Parts a. Main disk b. Card catalog c. Stacks or library shelves d. Reference section e. Periodical area g. Computers	1. Locate each section of the library at the public and school libraries Langan; pp. 200-211 Pauk; pp. 343-347
2. Use of library	2. Demonstrate use of the library. Langan; pp. 200-211 Pauk; pp. 343-347 Graham; pp. 42-54 Milliken and Campbell (Workbook); pp. 16-18 Connick Westhead

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Take a class tour of public and school libraries. Ask the librarian to explain the different sections of the library and where health related materials are found. Include a library that has a computerized card catalog.	Written test on purpose of each section of the library. Evaluation of floor plans.
1b. Have students practice using the computerized card catalog.	
2a. Give students a list of questions to look up in the card catalog.	Evaluation of responses to questions
2b. Have students go to the reference section of the library and make a list of at least ten different types of reference materials that are available. ie. "Readers Guide to Periodical Literature". Collect student lists and make a composite list for the class.	Evaluation of lists of references
2c. Have students keep a log of time spent including number of hours and activities completed.	Library log evaluations
2d. Give each student a subject and have them look up five references in the "Reader's Guide to Periodical Literature". Ask them to make an index card for each reference.	Evaluation of index cards

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
G. Test taking skills	
1. Objective tests	1. Determine ways to improve taking objective exams
a. Types of questions 1) True-false 2) Multiple choice 3) Fill-in-the-blank 4) Matching 5) Short answer b. General principles 1) Use time wisely 2) Read directions and questions carefully 3) Attempt every question 4) Activity reason through the questions c. Other rules 1) Do not read into the question 2) Anticipate the answer, then look for it 3) consider all the alternatives 4) Relate each option to the question 5) Balance options against each other 6) Use logical reasoning 7) Use information obtained from other questions and options 8) Look for specific determiners eg. rarely, always 9) Mark statements true only if they are true without exception 10) Always guess when there is no penalty for guessing 11) Do not rely on flaws in test construction 12) Review for exam at the same time of day when the exam will be given	Langan; pp. 175-189 Pauk; pp. 209-253 Millman and Pauk; pp. 52-71 The American College; pp. 11-48 Woodley; pp. 11-48 Staton; pp. 55-56 Morgan and Deese; pp. 74-79 Spargo; pp. 205-212 Milliken and Campbell (Text); pp. 20-21, (Workbook); p. 13 Pyrczak-test-taking study strategies-tests Skills for successful test-taking Strategies for test taking Test taking made easy Test taking success

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Conduct a teacher exposition on the different types of objective exam items. Compare and contrast the different types. Give tips to students on how to answer objective items using sample questions.	Self-evaluation of test-taking ability Written objective tests Langan; pp. 187-189 Millman and Pauk; pp. 66-71 The American College; pp. 30-47
1b. Conduct a class discussion on test anxiety. Identify reasons why students are nervous about taking exams. Ask students who are successful at taking exams to share their thoughts.	
1c. Invite a school counselor to speak with the class about test anxiety.	
1d. Give students practice objective test items. Discuss areas of difficulty.	
1e. Assign students to read a health-related article. Give a surprise (non-credit) quiz at the beginning of class the next day. Correct the answers and discuss why some students did well and others poorly	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Essay questions a. Description-test taker must compare own answer b. General principles 1) Be prepared 2) Read the question carefully 3) Try hard 4) Use time wisely c. Other rules 1) Read all the essay items at the start before writing and jot down points 2) Organize each answer before writing 3) Write to the point 4) Write something for every essay question asked to answer 5) Answer in outline form if time does not permit a complete answer 6) Write legibly	2. Practice writing essay items Langan; pp. 190-199 Pauk; pp. 254-266 Millman and Pauk; pp. 41-41 The American College; pp. 49-75 Woodley; pp. 49-75 Staton; pp. 52-55 Morgan and Deese; pp. 79-82 Spargo; pp. 213-219 Milliken and Campbell (Test); pp. 20-21, (Workbook) p.13 Pyrzak-test taking Study strategies-tests Skills for successful test taking Strategies for test taking Test taking made easy Test taking success

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Conduct a teacher exposition on essay test items. Demonstrate the various rules to the students.	Written tests Langan; pp. 191-199 Pauk; pp. 265-266 The American College; pp. 69-73
2b. Divide the class into small groups of 3-4 students. Give each group an essay question and ask them to develop a brief outline for the response. Discuss the outlines in class.	
2c. Give students practice essay items with time limits. Evaluate their responses.	
2d. Have students develop a "question bank" of essay questions for a unit of study. Have students draw questions from the bank and practice answering the question.	

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UNIT III

SELF-UNDERSTANDING AND SELF-ESTEEM

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OVERVIEW OF CONTENT

Everything begins with the self. The moment an individual is brought into this world he/she begins to become aware of personal needs and finds a way of meeting them. As the individual evolves, personal needs change. Problems surface when these needs are not met. It is important for students to be aware of self, to be aware of personal needs, to know how to fulfill personal needs, and to have the capability of carrying out ways of meeting personal goals.

Realization of self and personal needs should hopefully lead to a high self-esteem. A person with high self-esteem feels whole and is able to function more effectively. Such an individual knows how to live with himself/herself and how to live with others. A good self-understanding and high self-esteem are particularly important for those who work in health care and in other fields that involve working with people.

This unit will assist students in developing a strong self-understanding and high self-esteem. The approach taken in the unit is to have the student ask questions related to the self.

In the unit, the student will attempt to answer the following questions:

Who am I?

What is "me"? What is my background?

What are my interests?

What are my likes and dislikes?

Who are the many "me's" in me? What are they trying to say?

How do I see myself?

What are my strengths? My weaknesses?

How do I feel about me? Am I proud of me? Can I accept me?
How can I be a better "me"?

How can a good "me" in my eyes make me a better health care worker?

What do I really value? What is important to me?
What do I believe in? What do I feel sentimental about?
How do I define life? What do I want from life?
What do I have to contribute to my world?

How do I feel about things? How do I express my feelings?

How do others see me? How do others feel about me?

What are my needs? How can I meet them?
What are my goals? My aspirations?
How can I achieve them?

What am I thinking about now? What am I doing with my life now?
How can I get more out of life? Where do I go from here?

In order to help students answer these questions, teachers may have students experience a variety of individual and group learning activities. Many activities have been presented. Selection of appropriate activities depends on individual needs and the classroom atmosphere.

Following completion of the unit, students will have greater self-awareness and a stronger sense of self. This will help them to better relate to others and enable them to make better choices in life.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Discovering Me Who Am I?	
1. "What is me?" What is my background?	1. Define himself/herself including a personal background.
	Raths, Harmin and Simon; pp. 166-168
	Moskowitz; pp. 61-74

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Request the students to write five sentences containing important information about themselves. Questions can be asked	Ask the students to write "My Story". Tell them that the more they write about it, the better. They can talk about the important dates in their lives, their parents, interests, hobbies, goals, dreams, favorites, the schools they went to, the places they have lived in or visited, etc. Evaluate the story for completion.
1b. Ask the students to bring their cherished photographs. Let them share their photos with each other in small groups. They can have 5-10 minutes each. Encourage them to ask questions.	
1c. Have students draw a timeline that describes their lives. Have them list on the line important dates that define who they grew to be. Discuss in class.	
1d. Have the students answer the Autobiographical Questionnaire devised by Raths, Harmin and Simon in Values and Teaching.	
1e. Select some strategies appropriate for your students from: Caring and Sharing (Moskowitz) Part of Speech Like Me The Shape I'm In Clock Line-up Secret Message Handy Talk Five-water Suppose You Weren't You Money Talks The Association Game Positive Pop-up Extra! Extra!	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Simon, Howe and Kirschenbaum; pp. 174-175
	Mill; pp. 22-23
	Howe and Howe; pp. 140-141, 548-549
2. What are my interests?	2. Identify personal interests.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1e. Select some strategies appropriate for your students from: (cont'd.) Values clarification (Simon, et.al.) -Ing Name Tags Activities for Trainers: 50 Useful Designs (Mill) Internal Dialogue Personalizing education (Howe and Howe) A Me Box Making a Me Chant	
2a. Ask the students to complete this statement: "I'm interested in _______________." Let them ask expanded questions.	Have the students make a composition entitled "My Interests". Evaluate the composition for completion and neatness.
2b. Have students bring something to class that reflects their interests. It may be a picture, a story, an album, anything. Encourage discussion.	
2c. Put up a bulletin board, "Interests Corner." Ask for a group of volunteers to be in-charge of this activity.	
2d. Have a small group discussion on each individual's interests and how they tie-up with health occupations skills.	Inquiry during discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. What are my likes and dislikes?	3. Evaluate individual likes and dislikes.
4. Who are the many "me's" in me? What are they trying to say?	4. Examine who and what the many voices inside himself/herself are saying.
	Harris; pp. 38-59
	Simon, Howe & Kirschembaum; pp. 221-223
	Malamud; pp. 66-70

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Tell the students to complete these statements: I like__________because______. I dislike________because______.	Tell the students to make a list of their likes and dislikes. Assess completion of the assignment.
3b. Divide the class into pairs. Ask the students to draw something they like and something they dislike. Have them talk to their partner about their work.	
4a. Ask the students to make a "Dear me" letter. They may listen to yours as an example. They can share their letters with the group if they like to.	Give the students a list of common personal issues. Ask them to select one and write a dialogue about the issue in as many voices as they would like. Assess completion of dialogue.
4b. Tell the students to imagine that their head, hands, and feet are talking. Ask them to make a dialogue.	
4c. Give the students a simplified version of Harris' definitions of Parent, the Adult and the Child in I'm OK, You're OK. Have each select a personal issue. Ask them to write a dialogue of the Parent, the Adult and the Child.	
4d. Try some of these strategies: Values Clarification (Simon, et.al.) Dialogue with Self Confrontation (Malamud) Right-Hand-Left-Hand Dialogue Secret Message Bird and Cage Headline The Flame	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. My Self-Image, My Self-esteem	
1. How do I see myself?	1. Identify perceptions of self.
	Hunter; pp. 32-34
	Lee and Pulvino; pp. 117-118

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have the students draw themselves on a sheet of paper. Assure them that they need not worry about how they do it. Have them write a description of themselves as reflected by their drawing. They can share their work with partners or in groups if they like.	Allow the students to write a composition entitled "How I See Myself."
1b. Have the students write their initials on a sheet of paper. Have them write down descriptive adjectives about themselves starting with their initials. Group sharing follows.	
1c. Assign students to bring an object which they can use as their symbol. Ask them to talk about it in small groups. Volunteers can share in the large groups.	
1d. Ask the students to choose a piece of furniture which could represent them and tell why. For example: "I am like a sofa, warm and comforting. "People come to me when they have problems." Furniture can be substituted with clothing, flower, fruit, an animal, shape, etc.	
1f. Use the "Paper Images" and the "Paper Bag Self" activities in "Encounter in the Classroom: New Ways of Teaching."	
1g. Try "Revealing Yourself to Yourself" strategy in Educating the Forgotten Half.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. What are my strengths? My weaknesses?	2. Assess personal strengths and weaknesses.
	Moskowitz; pp. 87-88

<table>
<tr><th>LEARNING ACTIVITIES</th><th>SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES</th></tr>
<tr><td>2a. Give a piece of paper to each student. Have them write down what they consider to be their most outstanding characteristic. Let them pin the paper on their chest. Let them mill around and talk to a partner with the same characteristic for about 5 minutes. Those with the same characteristic can meet as a group for 5-10 minutes.</td><td>Ask the students to fill out this chart
Name<table><tr><th>My Strengths</th><th>My Weaknesses</th></tr><tr><td></td><td></td></tr></table>Collect chart and evaluate for completion.</td></tr>
<tr><td>2b. Inform the students to write this type of letter for themselves:
Dear (Writer's name),
I appreciate you for being:
(10 qualities)
Sincerely yours,
(Writer's name)</td><td></td></tr>
<tr><td>2c. Execute Caring and Sharing's "How Strong Am I?" strategy.</td><td></td></tr>
<tr><td>2d. Conduct an activity on "Strength Sharing." Ask for student volunteers to serve on a steering committee. Let the steering committee draw out a plan on how best to share personal talents of the students (e.g. art, cooking, sports) given a reasonable amount of time. Volunteers will share their talents/skills with interested class members. Management will be handled by the steering committee. The teacher gives support when necessary.</td><td>Have students make a log about their progess. Have the steering committee evaluate the participants and vice-versa.</td></tr>
</table>

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. How do I feel about me? Am I proud of me? Can I accept me? Am I dissapointed in me? Am I depressed?	3. Reflect on how he/she feels about himself/herself.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2e. Invite the students to complete one of the following sentences: How I wish I were a little bit___ ____________________ I want to be more: __________ ____________________ Life would be more fun if I were: ____________________	
2f. Request each student to make gift cards for themselves like the one below. The gift can be received from any member of his/her family or any other significant person/s in his/her life. This activity will reflect some of their needs and weaknesses. There is no limit in the number of cards. To (Name of student), (Quality) From, (Member of the family or any other significant person)	
3a. Let the students select a partner to whom they can reveal their feelings about themselves. Later on, they can form small groups for this purpose. Invite one or two to share their feelings in the large group. To encourage students to take the risk the teacher can do it first. The teacher should take time to focus on positive elements of each student's sharing to build self-esteem.	Request the students to write a composition entitled, "How Do I Feel About Me?" Assess for ability to express self.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. How do I feel about me? (cont'd)	Mill; pp. 54-55
	Moskowitz; pp. 179 Benson; p. 317
	Moskowitz; pp. 89-99
	Simon, Howe and Kirschenbaum; pp. 134-138, 38-313
	Howe and Howe; pp. 81-103

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

3b. Carry out the Nonverbal "Who am I?" experience in Activities for Trainers: 50 Useful Designs.

3c. Give some relaxation exercises--tensing the muscles of certain parts of the body and relaxing them. After awhile you will say, "Now you can see a mirror in front of you. You see yourself in it. Examine what you see very carefully. Describe it to yourself. Now, you're going to wake up, one, two, three. Describe what you saw and how you feel about it to your chosen partner."

3d. Have students keep a journal that includes their feelings about themselves. Periodically review the journal.

3e. Adapt same of the following activities to the level of your students:

Caring and Sharing (Moskowitz)
  Accentuate the Positive
  Success Story
  Ageless
  I Like You - You're Different
  I'm Attractive, You're Attractive
  Is that Me?
  See How I've Grown

Values Clarification (Simon, et.al.)
  Proud Whip Strategy
  Epitaph
  Obituary

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Presley and Karmos; pp. 64-65
4. How can a positive view of myself make me a better health care worker?	4. Explain the necessity of a high self-esteem to a health care worker. Osborn; pp. 166-193 Presley and Karmos; pp. 39-42

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
Personalizing Education (Howe and Howe) IALAC My Time "I Can ...." Statements Strength List and Whips "Mirror, Mirror" Strength Sharing Strengths Game Messages about Me I'm Proud to Be Me Validation Statements	
Transition Training: Manual for Personal Growth, Development, and Self-empowerment Assessing Self-Esteem as a Personal Strength	
4a. Divide the class into small groups for a brainstorming session on the problem. "How can a positive me in my eyes make a better health care worker?" Have a representative from each group summarize the points made. Analysis and synthesis can be done in the large group.	Ask the students to write a paragraph on the necessity of high self-esteem to a health care worker. Evaluate for completion. Participation in group activity.
4b. Divide the class into small groups. Give them written situations to be role-played. Describe particular scenes dealing with health care workers who like themselves and are good to patients and those who can not accept themselves, use negative copers frequently, and treat patients poorly. (A contrast between positive and negative copers is found in Transition Training: Manual for Personal Growth, Development and Self-empowerment.) Have a large group discussion about the situations presented.	Evaluate participation in role play and discussion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. My Values	
1. What do I really value? What is important to me? What do I believe in? What do I feel sentimental about? How do I define life? What do I want from life? What do I have to contribute to my world?	1. Appraise the things that he/she values most.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4c. Show some videos about a health care worker dealing with a patient. Freeze the film at some points to have a discussion on particular attitudes manifested. After the video analysis, have students draw conclusions on why a health worker with positive self-esteem is more desirable than one with a poor self-esteem.	Evaluate student conclusions about effects of self-esteem on health care workers' performance.
1a. Have the students complete the following statements: It is important that ___________. I believe in __________________. I become sentimental about _____. To me, life is ________________. I want _______________ from life. I have ______________________ to contribute to this world.	Try the following strategies suggested by Raths, Harmin and Simon. 1. Thought Sheets; pp. 156-160 2. Weekly Reaction Sheet; pp. 160-162 3. "I Learned that I"; p. 22 Teacher Observation Personal Interview
1b. Ask the students to bring to class an object which they treasure most. Put them in small groups. Have them show their object and tell something about it. The other students may question the presenter.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. What do I really value? (cont'd.)	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1c. Have students write descriptive words about life beginning with L- I- F- E-	
1d. Have students draw how they see life. Let them talk about their drawing.	
1e. Have students write an essay on their utopia of school, career, or family.	
1f. Tell the class about your own philosophy of life. Ask comprehension questions. Ask the class to write their own philosophies. Put them in pairs to listen and ask questions about their philosophies. Ask for volunteers to read their composition to the whole class.	
1g. Assign each student to bring quotations which reflect his/her philosophy of life. Let them have group discussions of the meanings of the quotations.	
1h. Encourage each student to invent and draw his/her own flag. The flag should symbolize what they stand for. Put them in triads and let them talk about their flags. Let them hang their flags on the wall.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. What do I really value? (cont'd.)	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1i. Ask the students to make their own "Recipe of Life." Model it first. An example would be: My Recipe of Life Ingredients: Creative and Critical Thinking Skills A Sense of Direction Hard Work A Sense of Humor Optimism Courage Faith Openness Assertiveness Generosity Compassion Altruism Procedure: Combine creative and critical thinking skills and a sense of direction. Marinate them for a sufficient time. When the plan has been crystallized, put in gallons and gallons of hard work. Spice it up with a sense of humor, optimism, courage, faith, openness and assertiveness. When done, garnish it with generosity, compassion, altruism and what have you. Eat as you cook.	Evaluate for completion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. What do I really value? (cont'd.)	
	Simon, Howe and Kirschenbaum; pp. 116-125, 139, 264-265, 287-289, 290-294, 392-393
	Howe and Howe; pp. 115-222

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1j. Determine which of the following strategies will be appropriate for your students: Values Clarification (Simon et.al.) Values Continuum Public Interview I Urge Telegrams Cave-in Simulation Alligator River (This story can be told with the use of the * Cuisenaire rods, can be dramatized by some students or can be taped.) The Suitcase Strategy Personalizing Education (Howe and Howe) Dream House Values Lists Values Categories Values Scavenger Hunt A World of My Own Creation Personal Interviewing A Me Box Hex Signs Values Box Putting a Value on Things Paper memorials Values Fantasies Values Sheets: A Cookbook Approach Let's Build a City Facing Bench Values Forum * Cuisenaire rods - a set of wooden, multi-colored rods in different shapes commonly used in language and mathematics teaching	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Moskowitz; pp. 143-155
	Raths, Harmin and Simon; pp. 124-125
	Weinstein and Fantini; pp. 123-125
D. My Feelings	
1. How do I feel about things? How do I express my feelings?	1. Express personal feelings.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
Caring and Sharing (Moskowitz) Cherished Object Famous Figures Fireman, Save MY...... What Makes You Angry? Glorious Garment The Gift I've Always Wanted What Do I Really Value? What I Want from Life An Extreme Dream Wardrobe Once Upon A Time, Five Years from Now The Remarkable Gypsy Values and Teaching (Raths) Personal Coat of Arms Toward Humanistic Education: A Curriculum of Affect (Weinstein) Faraway Island	
1a. Have the students complete the following statements: I feel happy when ______________ I feel sad when ______________ I feel angry when ______________ I feel disappointed when ________ I feel lost when ______________ I feel nervous when ____________ etc.	Teacher observation Have the students write a composition entitled "My Feelings."

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. How do I feel about things? (cont'd.)	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
When I'm happy, I ______________	
When I'm sad, I ________________	
When I'm angry, I ______________	
When I'm disappointed, I ________	
When I'm lost, I _______________	
When I'm nervous, I ____________	
etc.	
Ask the students to use their whole body as they complete the sentences. They should express themselves with feelings.	
1b. Ask the students to draw the members of their families. Remind them that they will not be evaluated on the quality of the art. While drawing, they should focus their attention on how they feel about each family member. Ask them to tell a partner or a group how they feel about each of the members using their drawing.	
1c. Divide the class into small groups. Let them think of one or more stories that focus on feelings. Have them act out the story. To make the others listen, let them vote for the best actor, actress, supporting actor, etc.	
1d. Ask the students to act out the feeling of anger by boxing a sack full of something soft inside or by tearing newspapers. Have a discussion on other ways by which anger can be discharged without hurting anyone.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Moskowitz; pp. 102-109
	Bond; pp. 100-104
	Malamud and Machover; pp. 233-235
E. Others' Perception of Me	
1. How do others see me? How do others feel about me?	1. Appraise how others see himself/herself.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1e. Make the students write an angry letter to the person they dislike most. Then afterwards, tell them to tear the letter into tiny shreds with force. Have them throw the shreds into wastebasket. Ask them how they feel about the activity.	
1f. Utilize some of the following activities: Caring and Sharing (Moskowitz) I've Got a Feeling Feel Wheel Without Words We Speak Talking Pictures Games for Social and Life Skills (Bond) Your Life Up to Now (How do you feel about your life with family and friends? . . . career so far? . . . Personal satisfaction?) Toward Self-Understanding: Group Techniques in Self-Confrontation (Malamud) Anger Hurt Sentences Listing Emotions What are You Feeling Right Now?	
1a. Give the group a list of positive descriptors, e.g., talented, smart, humorous, and have them identify who in the group has these qualities. Also, have each individual choose qualities for self. Compare group and individual perceptions.	Have the sudents make a composition entitled "How Others See Me". Evaluate for completion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. How do others see me? (cont'd.)	
	Moskowitz; pp. 76-87
	Malamud; pp. 57, 52, 65
F. My Needs, My Goals, My Aspirations	
1. What are my needs? How can I meet them? What are my goals? My aspirations? How can I achieve them?	1. Analyze individual needs. Maslow's Hierarchy of Needs Human Relations; LAP, p. 22 Sasse; pp. 45-51 Hansen & Davidson; pp. 1-2 Schultz & Rodgers; pp. 18-26

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Put into action some of the following exercises: Caring and Sharing (Moskowitz) Someone I Just Met Images I Like You Because The Wonders of You Ego Trip Confrontation (Malamud) Transmitting and Receiving Feelers, Want Ads Here-Now-Go-Around Gifts	
1a. Divide the class into small groups. Give them a piece of manila paper containing the incomplete sentence, "I need ________." Give the groups 5-10 minutes to complete this. Have each group take turns in writing. Let them display their sheets on the wall. Have the students choose a leader who will conduct the classification of the things enumerated. Have them compare their synthesis with Maslow's Hierarchy of Needs.	Ask the students to enumerate their personal needs, using Maslow's hierarchy. Have them classify those as realistic or not. Instruct the students to pick out 3 of their goals and write a plan of action on how to attain them. Collect plans and evaluate.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. What are my needs? (cont'd.)	
	Bond; pp. 89-99

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Tell the students the following: "You have three wishes for anything you want." Have the students write an essay on their wishes describing why they would make the wishes. Discuss their wishes in class.	
1c. Ask the students to close their eyes and try to see their future. Ask them to draw what they see. Let them talk about their pictures in pairs, small groups or in the large group. Ask students where they want to be 5-10 years from now.	
1d. Instruct the students to write down their initials. Ask them to write down things about their future beginning with their initials. Sharing follows.	
1e. Have the students complete this sentence, "At the end of the rainbow, I'd find ______________."	
1f. Determine which of the following activities will suit your students: Games for Social and Life Skills Moments in Life Dream Needs Discovery Quiz House of Cards Flying Far Planning What to Do Next	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Howe and Howe; pp. 316-354
	Mill; p. 120
G. The ME, HERE and NOW . . . ONWARDS	
1. What am I thinking about now? What am I doing with my life now? How can I get more out of life? Where do I go from here?	1. Determine where he/she stands at the present time and would like to go in the future.

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
Games for Social and Life Skills (cont'd) Personalizing Education (Howe and Howe) Taking Action on My Values My Personal Goals Inventory From Here to There Origami (Japanese Paper Folding) My Personal Plan of Action I Wish I Could/I Knew I Could Writing My Own PBO's (Personal Behavioral Objectives) Activities for Trainers: 50 Useful Designs (Mill) Develop Your Support System Explain how to fill out the sheet on p. 120. Give the sudents a sample or two. Ask the students to discuss their sheet with anyone they want to.	
1a. Give the students some relaxation exercises or try this: "Lie down on your back. Close your eyes. Tense your right arm. Relax. Tense your left arm. Relax. Tense your left leg. Relax. Etc. (This involves tensing and relaxing the different parts of the body.) Now you can see a mirror in front of you. In it you see something. Look very well. You're now going to wake up. One, two, three. What did you see?" Group sharing follows. How do you feel about it?	Have the student fill out this chart. Collect charts and assess for completion.

Here I am now	In the future I want to	Ways

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. What am I thinking about now? (cont'd.)	

LEARNING ACTIVITIES

SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

1b. Request the students to close their eyes. Have them scribble lines at the count of 1-10 using any color they want. Students can add some more lines to form a figure. Follow with story telling. Encourage students to ask questions.

1c. Ask the students to close their eyes and think of two words--LIFE and NOW. Ask them to draw the first thing that they have thought of. Let them talk about their works.

1d. Have the students make charts of three columns with the following headings:

-I'd like to stop
-I'd like to start
-I'd like to continue

They can work in pairs or alone. Follow with a large group discussion.

1e. Hold a brainstorming session on "Happiness is _________." Divide the class into small groups. Give each group a piece of paper to write on. Each member of the group writes one or more personal definitions of happiness. The definitions can form a class poem entitled "Happiness Is . . ."

1f. Have students imagine they have a tape recorder inside their head. Write down the messages they would put on a tape.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	Howe and Howe; pp. 354-356
	Simon, Howe and Kirschenbaum; pp. 319-321, 278-280
H. Wrap-up Activities	
1. Metamorphosis, values	1. Examine the self to a greater degree.
	Paulus; pp. 1-145
	Simon, Howe and Kirschenbaum; pp. 241-247

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1g. Put the students in triads. Have them talk about their happy moments, giving each member 5-10 minutes. Have them make plans on paper on how to have more happy moments. Let them exchange their sheets for comments and/or suggestions.	Participation in group discussions
1h. Learning how to take a risk is an important value if we are to grow. Try "Am I a Risk Taker Strategy" in Personalizing Education.	
1i. Try two other strategies in Values Clarification, "Self Contract" and "Personal-Coat-of-Arms."	
1a. To demonstrate change or metamorphosis in life, have students listen to the taped story of "Hope for the Flowers" by Tina Paulus. The teacher may also tell the story, with background music (classical). If pictures are enlarged and used as visuals, the effect will be better. Ask the students which part of the story struck them most and why. Lead the discussion to the concept of metamorphosis--a change in the life of a person.	Unit Evaluation: Instruct the students to write a paper entitled, "The Me before and after the Self-understanding and Self-esteem unit."
1b. Suit the "Unfinished Sentences" in Values Clarification to the level of your students. This activity deals with attitudes, beliefs, actions, convictions, interests aspirations, likes, dislikes, goals, and purposes.	

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UNIT IV

PERSONAL APPEARANCE AND BEHAVIOR

Page

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2. Core Content

a. Basics of Personal Appearance and Hygiene 4

b. Maintaining Daily Hygiene and Appearance. 4

c. Appropriate Work Behaviors. 18

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OVERVIEW OF CONTENT

A person's first impression of someone usually deals with personal appearance and behavior. Some of the first features noticed are the face, hair, dress, odor, skin, teeth, and nails. How well a person maintains personal hygiene is a reflection of his/her self-esteem.

Students in health occupations must be taught to practice scrupulous hygiene. They must practice proper oral hygiene. This will give them fresh breath, nicer looking teeth, and prevention of disease in the oral cavity. Hair care is important for everyone. Students should become familiar with basics of hair hygiene and steps for shampooing and conditioning hair. Clean, healthy-looking hair is a good indicator of someone who cares about his/her appearance.

Students should learn to practice hygiene for the skin. A clean smelling individual is much nicer to work with than someone who takes infrequent care of their skin. Students should be taught that health professionals are setting an example of the proper care one should give to oneself. A person who cleans and takes care of his/her skin will have less problems with acne, skin rashes, and other related problems.

It is also important for health occupations students to practice proper care of feet and fingernails. Foot care is especially important for the health care worker. Many health professionals are on their feet for hours at a time and need to make sure that their feet are clean and well-groomed. Hand care is particularly important because health care workers have much personal contact with patients.

An area of great importance is appropriate dress for health occupations. Students should become familiar with uniforms worn by different health care workers and the importance of looking clean and well-groomed.

Prior to entering a skill level program, health occupations students need to be aware of appropriate behavior for a health care worker. This should include an orientation to types of job relationships and skills needed. The skills included in the units Interpersonal Relationships, Communication, and Self-Esteem and Self-Understanding should be reinforced in discussion of appropriate behavior. It is also important for students to practice the use of social competencies needed in the world of work, e.g. being prompt and courteous. These are essential for job success. Students should also practice skills that promote job success. These skills relate to learning the rules of an organization and demonstrating a good attitude.

This unit on personal appearance and behavior is important for all health occupations students. Practice of the skills included in the unit will help students to be successful in skill level programs and future jobs.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Basics of Personal Appearance and Hygiene	
1. Importance a. Judgments and first impressions are usually based on appearance b. Appearance is reflection of self-concept c. Health care worker represents employer d. Good personal hygiene and appearance help you feel better e. Needed to keep a job	1. Discuss the importance of maintaining good personal appearance and hygiene. Sorrentino; pp. 16-17 Schneidman; pp. 13 Cooper and Cooper; pp. 20-22 Torres and Ehrlich; pp. 54-59
2. Components a. Oral hygiene b. Hair care c. Skin hygiene d. Foot care e. Fingernails f. Dress	2. Identify the components of personal appearance and hygiene. Sorrentino; pp. 16-17 Cooper and Cooper; pp. 20-22 Torres and Ehrlich; pp. 54-59
B. Maintaining Daily Hygiene and Appearance	
1. Oral Hygiene a. Toothbrushes 1) Soft toothbrush 2) Alternate between two brushes 3) Replace every three months	1. Describe the process of maintaining proper oral hygiene. Sobel and Hornbacher; pp. 71-89 Miller; pp. 18-21 Kozier and Erb; pp. 509-513 Schwartz and Guth; pp. 36-41 Reynolds; pp. 109-111 Torres and Ehrlich; pp. 57-58

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Ask a resprentative of a personnel department to speak to the class about the importance of good personal hygiene and appearance.	Inquiry during discussion
1b. Have students review employee handbooks and student handbooks to determine requirements regarding personal appearance and hygiene and write a brief report.	Evaluate report on review of employee and student handbooks for comprehensiveness and neatness.
1c. Ask students to review employee performance evaluation forms to determine standards of appearance and hygiene. Present an oral report to the class.	Evaluate oral report for accuracy and ability to communicate.
2a. Hold a brainstorming session to determine the components of personal appearance and hygiene.	Written test short answer matching
2b. Have students make a poster of the components of personal appearance and hygiene for the health care worker.	Evaluate poster for neatness and creativity. Have students complete a self-evaluation of their personal appearance and hygiene.
1a. Ask a local dental hygienist to give a presentation on the proper methods of oral hygiene care, what adjuncts can be used, why regular dental visits are important, and the decay process. Have the hygienist explain the role plaque plays in dental diseases. Discuss presentation.	Inquiry during discussion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Oral hygiene (cont'd) b. Toothpaste 1) Approved by the American Dental Association (ADA) 2) Should contain fluoride and low abrasives c. Brushing methods 1) Roll method 2) Vibratory method 3) Tongue brushing d. Brushing tips 1) Takes 2 1/2 minutes (or until all plaque is removed) 2) Brush after each meal (at least twice a day) 3) Use of warm salt water rinse e. Flossing 1) Clean between teeth 2) Once per day 3) Guidelines a) 18" of floss b) Wrap each end around middle finger of each hand so that 3-4 inches remain between hands c) See-saw floss between teeth until through tight areas d) Wrap floss around the tooth like a letter "c" e) Slide floss up and down between teeth and gums f) Continue all the way around mouth f. Limitation of mouth rinses in spite of advertised claims	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Have students discuss how bad breath, decayed teeth, toothaches, and food debris in sight of other people can affect their health, concentration, and relationships with others. How do they think their patients will see them if they do not practice proper oral hygiene?	

CONTENT

2. Hair care

   a. Basics for hair hygiene
      1) Scalp massage
      2) Hair brushes
      3) Shampooing
         a) Depends on oiliness of scalp hair, cleanliness of air, and daily activities
         b) Use mildly acidic shampoo
         c) Rinsing

   b. Basic shampooing and conditioning procedure
      1) Brush hair thoroughly, scalp massage
      2) Wet hair completely with warm water
      3) Apply shampoo, a bit a time, all over the head
      4) When all parts of head are covered with shampoo, start massaging the head, working shampoo into scalp with balls of fingers
      5) Work shampoo into long part of hair, but not too energetically
      6) Rinse hair, repeat sudsing, rinse again
      7) Pour on conditioner (if hair type indicates)
      8) Rinse out conditioner with warm water
      9) Wrap head in soft towel, press gently against head--don't rub.
      10) Comb hair through gently
      11) Hair is now ready for setting or styling

   c. Dandruff
      1) Accumulation of dead cells
      2) Caused by insufficient brushing and superficial shampooing
      3) Treatment

MEASURABLE PERFORMANCE OBJECTIVES
UPON COMPLETION OF THIS UNIT
THE STUDENT WILL BE ABLE TO:

2. Identify steps needed for maintaining hair care using the proper shampoo and techniques.

   Sobel and Hornbacher; pp. 64-69
   Chase; pp. 174-176, 181, 198-201
   Haupt; pp. 60-63
   Sims; pp. 57-59
   Kozier and Erb; p. 515
   Schwartz and Guth; pp. 28-31
   Reynolds; pp. 146-147
   Torres and Ehrlich; p. 57

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Ask a local cosmetology instructor or hairdresser to give a presentation on proper hair care, what products to use for damaged, dry, oily, color-treated hair, etc. Discuss frequency of shampooing.	Inquiry during discussion
2b. Have students write an essay on how a person with clean, healthy, well-groomed hair compares to someone whose hair is never combed, dirty, or both. How are patients likely to view them? Discuss whether someone who cares enough to look good has self-respect and how that relates to the way others perceive them.	Evaluate eassay for comprehensiveness and neatness.
2c. Have students research different treatments for dandruff and write a brief report.	Evaluate report for accuracy and completion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Skin hygiene a. Skin hygiene basics 1) Bathing a) Washing away of dirt, germs, excess oil, and discarded skin cells. b) Clean pores 2) Soap-neutral or slightly acidic 3) Baths 4) Showers 5) Body lotions - lubricate normal or slightly dry skin 6) Anti-perspirants and deodorants a) Stop flow of perspiration b) Interfere with growth of bacteria causing odor b. Facial hygiene 1) Terminology a) Acne b) Dry skin c) Normal skin d) Oily skin e) Sensitive skin 2) Normal skin cleansing techniques a) Cream or creamy lotion to cleanse it b) Wash with mild soap at night c) Tone skin after cleansing with a nondrying skin freshener d) Moisture lotion at bedtime and under makeup	3. Develop a plan for daily maintenance of proper skin hygiene. Sobel and Hornbacher; pp. 51-63 Chase; pp. 11-15, 24-50, 55-57, Miller; pp. 2-15 Sims; pp. 13-24, 145-147 Haupt; pp. 18-21, 108-110 Brisson; p. 11 Kozier and Erb, pp. 491-497 Schwartz and Guth; pp. 16-21 Reynolds; pp. 96-109 Torres and Ehrlich; pp. 56-57

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have a local dermatologist or school nurse speak to the class about proper skin care, how to take care of acne, when to see a dermatologist about acne, the causes of acne, and what to do about combination skin.	Written tests Brisson; pp. 11
3b. Have students discuss how others react to people who smell offensively, have dirty necks, ankles, and how they react to someone who is clean and smells clean. Could this reflect on how their employers and patients see them?	Participation in discussion.
3c. Have students conduct a survey of products available to fight acne, including, how they work and their limitations. Include prescription drugs.	Evaluate survey for accuracy and completeness.
3d. Have students write an essay on how proper skin care can affect one's self-esteem and self-respect. (Whether they care enough to take the proper care of their skin or not.)	Evaluate essay for awareness of topic and ability to express self.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

3. Skin hygiene (cont'd)

    b. Facial hygiene (cont'd)
        3) Dry skin cleansing technique
            a) At night, remove makeup with two applications of water-soluble makeup remover or a creamy lotion especially formulated for dry skin
            b) Wash with mild complexion soap
            c) Use moisturizer at night
            d) In morning, wash with gentle lather or rinse your face with just warm water
            e) Use moisturizing lotion under makeup at all times
            f) Always look for labels marked "moisturized"
        4) Oily skin cleansing technique
            a) Wash face with a medicated cleanser (soap, liquid, or gel) and almost hot water three times a day.
            b) Follow with cold-water rinse, pat dry
            c) Sponge face in cotton dipped in astringent or non-oily medicated lotion

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Skin hygiene (cont'd) c. Care of adolescent acne 1) Use soaps which contain chemicals that dissolve oil, break down dead cells, and slow down oil-gland activity 2) Two or more of the following chemicals should be present in the soap: - Sulfur - Alcohol - Resorcinol and salicylic acid 3) Washing - use hot packs, acne soap, and acne lotion	
4. Foot care a. 1) Frequent airing, washing and liberation from shoes 2) Frequent changes of socks and alternating pairs of shoes 3) Foot baths - hot water for five minutes followed by cold water for one minute relaxes and refreshes tired feet a) Adding a little vinegar to bath maintains skin's acid balance b) Scrub with old toothbrush c) Pumice stone to gently remove hardened skin d) Dry feet thoroughly e) Rub in a few drops of vegetable oil for dry skin f) Foot powder on foot and in shoes will absorb moisture	4. Summarize the proper procedures for care of the feet. Sobel and Hornbacher; p. 44 Haupt; pp. 114-115 Sims; pp. 107-113 Miller; pp. 41-45 Kozier and Erb; pp. 504-506 Schwartz and Guth; pp. 32-35 Reynolds; pp. 192-196

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have students discuss how improperly trimmed toenails may affect one's performance; e.g., hangnails, ingrown toenails, shoe fit, etc.	Inquiry during discussion
4b. Ask a podiatrist or pedicurist to speak to the class about care of the feet.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Fingernail care a. Remove all old polish with a cotton ball soaked in polish remover b. Cut nails with nail clippers or file with emery board or nail file c. Soak each hand in warm, soapy water to clean the nails and cuticles d. Gently push back the cuticle with the blunt end of an orangewood stick wrapped in cotton and dipped in cuticle remover e. Scrub nails with a nail brush dipped in soapy water	5. Assess appropriate care of fingernails. Haupt (Ed.); pp. 111-113 Sims; pp. 97-106 Brisson; p. 18 Reynolds; pp. 177-192 Torres and Ehrlich; p. 57 Cooper and Cooper; pp. 21-22
6. Appropriate dress for health occupations a. Uniforms/clothing 1) Appropriate for type of occupation 2) Comfortable 3) Well-fitted 4) Clean and Pressed 5) Modest in length and style 6) Mended 7) Allow free movement b. Undergarments 1) Clean 2) Well-fitted 3) Should not show through uniform c. Shoes 1) Clean and well-polished 2) Adequate support 3) Clean laces 4) Non-skid	6. Recommend ways to improve the appearance of health care workers. Sorrentino; pp. 16-17 Cooper and Cooper; pp. 20-22 Torres and Ehrlich; pp. 58-59

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Ask students to assess the fingernails of various individuals for the period of two days. Have them write a brief report on what they observed, including impressions of clean and dirty fingernails.	Evaluate report for completion, ability to communicate observations and impressions, and neatness
5b. Have students practice nail care in a laboratory setting.	
5c. Have students do a culture in a petri dish of what is growing under one's fingernails.	
6a. Have students visit a health care facility to make a list of types of uniforms worn by different health care workers. In addition, have students evaluate the appearance of the workers using a rating scale and make recommendations for improvement of appearance and dress. Discuss recommendations in class.	Collect list of types of uniforms and rating scales. Evaluate for accuracy. Assess recommendation given by students. Evaluate poster for neatness and accuracy
6b. Have students visit a uniform store or review catalogs to determine types of uniforms available for health care workers. Have students make a poster of prices, styles, etc.	
6c. Discuss the importance of wearing comfortable shoes for work.	
6d. Have students identify appropriate and inappropriate jewelry for a health care worker on the job.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. Appropriate dress for health occupations (cont'd) d. Stockings/socks 1) Appropriate shade and style 2) Free of runs 3) Comfortable 4) Support hose if needed e. Jewelry 1) Minimal amount 2) Name pin, watch, small rings	
C. Appropriate Work Behaviors	
1. Working with others a. Types of job relationships 1) With patients 2) With supervisor(s) 3) With physicians 4) With fellow employees 5) With the public 6) With other members of the health care team b. General skills needed 1) Communication skills 2) Interpersonal skills 3) Self-awareness	1. Examine the skills needed to work with others on the job. Cooper and Cooper; pp. 16-20 Atherton and Mumphrey; pp. 137-140 Milliken; pp. 203-239 (See the following units: Self-esteem and Self-understanding, Communication, Interpersonal Relationships)
2. Social competencies needed for health care by a successful worker a. Consideration of others b. Prepared-organized, think ahead c. Courteous d. Attention to the work e. Flexible f. Prompt g. Honest-with self, others, time and materials h. Loyal to the organization i. Respectful j. Realistic about duties - reasonable deadlines	2. Demonstrate in a role play activity the social competencies neeeded by a health care worker. Reynolds; pp. 350-357 Sorrentino; pp. 13-15 Schneidman; pp. 10-12 (See the following unit: Introduction to Health Care)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Conduct a brainstroming session. Ask students to identify the types of job relationships they are likely to have in a health care facility.	Participation in brainstorming session Assess collage for creativity and appearance Written tests short answer Milliken; pp. 242-243
1b. Have students make a collage depicting the types of job relationships experienced by a health care worker.	
2a. Have students review job descriptions and employee appraisal forms to determine social competences needed for job success. Have them write a brief report.	Assess report on job descriptions for completion and accuracy. Evaluate students' ability to demonstrate social competences in role play and observer's ability to evaluate role play
2b. Have an employment representative speak to the class about reasons why employee are terminated.	Evaluate students' statements/ actions regarding demonstration of social competences. Discuss these in class.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Social competencies (cont'd) k. Cooperation l. Enthusiasm m. Empathetic	
3. Skills that promote job success a. Work independently b. learn expectations c. Ask questions d. Take notes - do not rely memory e. Learn the rules - written and unwritten f. Show good attitude g. Follow protocol - chain of command h. Keep growing - emotionally and professionally	3. Inspect skills that promote success on the job. Reynolds; pp. 357-362 Sorrentino; pp. 19-20

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2c. Conduct role playing sessions demonstrating the social completencies needed by a health care worker. Have students design the role play sessions and present them to the class. Have class write observations.	
2d. Give students the list of social competencies needed for work. Ask them to write two statements or actions of a health care worker that demonstrate the existence of the competency and two statements demonstrating lack of competency, e.g., "Being prepared." Existence of competency - "I think I'll get my job instructions ready before I leave for vacation next week." Lack of competency - "Don't worry about Dr. Smith. We'll get ready for his rounds tomorrow."	
3a. Discuss the topic of unwritten rules in a health care facility, e.g., not sitting in the physician's lounge. Ask students what rules exist at home and in school.	Inquiry during discussion Self-evaluation Assess students' report of television program Evaluate essay for creativity completeness and neatness
3b. Have students research the concept of chain of command. Discuss in class.	
3c. Have students watch a television program or film of a health care or other type of worker. What skills did the worker(s) demonstrate? Have them report to the class.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3d. Have students write an essay on the topic of emotional and professional growth.	
3e. Have students develop several goals on how they can improve their personal appearance and behavior.	

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UNIT V

COMMUNICATION

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OVERVIEW OF CONTENT

Communication is a very important subject for everyone, especially for those who may enter a health care field. Communication is a word used to refer to a multitude of activities in which people engage, such as talking, touching, writing, looking, reading, speaking, etc. Communication is a process basic to any life activity.

There are many forms of communication. These include: one-to-one (dyadic), small group, audience, and mass communication. It is important for students to be familiar with all of these forms as they relate to everyday life and work in the health care setting.

Human communication is a process involving at least six basic elements: (1) the sender-source, (2) the message, (3) the receiver-destination, (4) the channel, (5) the feedback-response, and (6) interference (noise). The sender has an idea or feeling to convey to someone; he/she initiates the communication. The idea or feeling that the sender transmits is the message. The channel is the medium of communication, e.g., letters, words. The receiver is that person to whom the sender directs his/her message. Feedback is any response by the receiver to the message. Interference is anything that distorts communication.

Students should also be familiar with the many factors that influence the communication process. Attitudes, communication skills, culture, and complexity of the message are all important factors that affect communication. Students can observe others to determine which factors are more prevalent.

Another related topic of importance pertains to roadblocks to communication. Many people prevent effective communication by ordering, preaching, lecturing, or stereotyping. These and other roadblocks are important to consider in the study of communication.

Speaking is important to health careers. Oral reports are part of the daily life of many health care workers. Examples of oral reports are a report on research, a report on progress on working with patients, a committee report to an organization, or a report on the operation of a new piece of equipment. It is important for students to learn to speak effectively in order to convey the meaning intended. Speaking takes practice.

Not only is speaking important, but proper listening skills are essential. Success in health occupations depends to a large extent on skills, in listening --listening to supervisors, coworkers, patients, people who work for you, and instructions. Listening gives an individual the opportunity to know other people, help solve problems, learn facts, and arrive at critical judgments and decisions. Of the four basic communication skills--reading, writing, speaking, listening--people spend the most time listening. Students can be involved in many activities to improve their listening skills.

Another important form of communication is the capability to read and write. It is essential for people in a health career to read and write. Adhering to written directions could be the difference between life or death for patients. One should also be familiar with medical terminology. Even knowing the meanings of suffixes and prefixes can relay the needed information.

Being able to write is very important. One may be required to write messages, reports, business letters, etc. When working in a health field, filling out insurance forms, order letters and forms, progress reports on employees, procedures on patients may be an everyday occurrence. Some of these written documents may be needed for legal reference in the future. Therefore, it is important that health occupations personnel express their messages clearly and in the correct form.

Another type of communication is nonverbal communication. Often times, nonverbal communication conveys certain things better than verbal communication. Nonverbal communication reveals aspects of ourselves that we may not realize exist. Nonverbal communication is revealed through our appearance, voice, gestures, bodily movements, facial expressions, and spatial relations. A patient with white knuckles and wide, open eyes shows apprehension or fear. The tone of a person's voice also indicates many different meanings. The better we are able to read these nonverbal cues, the better we are able to communicate.

Another important aspect of nonverbal communication is the congruency of verbal and nonverbal messages. Health occupations students should be able to evaluate message congruency as they prepare to work in the complex health care environment.

Answering the telephone is a skill needed by all health professionals. Health personnel must learn how to be courteous, handle complaints, screen calls, and write down messages correctly. If an individual works for an ambulance service, hospital, dental or medical office, messages must be received and given correctly over the telephone. When calling in a prescription for a patient it is important to first find out drug sensitivities by looking at the patient's chart. It is also important to be clear, distinct, and courteous.

The material provided in this unit reveals that communication is a very complex system. To communicate effectively takes practice. It not only involves speaking, but listening, reading, writing, and nonverbal communication. It is important for health occupations students to develop strong communication skills as they prepare to become health care workers.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Nature of Communication	
1. Description a. Any information sharing activity b. Process of creating a meaning between two or more people c. Something that occurs whenever an individual assigns significance or meaning to an external or internal stimulus	1. Describe the concept of communication. Andersen; pp. 2-8 Sathre, Olsen and Whitney; pp. 5-6 Tubbs and Moss; pp. 3-8 Nelson, et. al. - Effective Communication; pp. 1-2
2. Overview of Communication Modes a. Speaking b. Listening c. Nonverbal d. Writing e. Reading	2. Identify various modes of communication. Galvin and Book; pp. 61-240 Lederman; pp. 10-11 Nelson, et. al.; pp. 1-2

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a discussion on the topic of communication. Ask students what communication means to them and why good communication skills are important for health care workers.	Evaluation of participation in discussion
1b. Have students make a log of their communication for one day.	Evaluate log for completeness and neatness
2a. Hold a brainstorming session and have students identify as many modes of communication as they can. Once the modes have been identified, have students provide examples of each of the five modes.	Participation in discussion
2b. Divide the class into five groups. Have each group make a poster/collage representing one of the five modes of communication or a poster/collage including all five modes.	Evaluate poster/collage for representation of mode(s) of communication and neatness

CONTENT

3. Forms of Communication
   - a. One-to-one (dyadic)
     - 1) One human interacting with another
     - 2) Types
       - a) Casual-social, personal interaction; e.g., "good morning"
       - b) Formal-interview; e.g., job interview
   - b. Small group
     - 1) Three or more people (usually up to ten)
     - 2) Group is a definite, identifiable unit
   - c. Audience Communication
     - 1) Size-larger groups, usually more than ten
     - 2) Types
       - a) Exposition-purpose is to share information; e.g., speech
       - b) Entertainment-purpose is to amuse or hold attention; e.g., drama, stand-up comic
       - c) Facilitator-purpose is to assist other communication; e.g., master of ceremonies
       - d) Persuasion-sender seeks to affect thinking of receiver; e.g., debates, advertisements
   - d. Mass Communication-communications that reach large numbers of people using complex channels; e.g., television, radio, film, newspapers

MEASURABLE PERFORMANCE OBJECTIVES
UPON COMPLETION OF THIS UNIT
THE STUDENT WILL BE ABLE TO:

3. Identify examples of each of the forms of communication.

Andersen; pp. 170-255
Galvin and Book; pp. 61-240
Lederman; pp. 10-11
Tubbs and Moss; pp. 219-282
WeaverDuldt, Giffin and Batton; pp. 10-12
Wiles and Ryan; pp. 13-27

(See the following units: Interpersonal Relations, Leadership)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have students observe their environment for one week to determine which forms of communication are used. Ask them to make a log of all forms that they observed.	Evaluate log for neatness and quantity of entries Written test on forms of communication multiple choice short answer
3b. Have students interview a supervisor at a health care facility to find out which forms of communication are used and when. Have them write a report.	Evaluate written report on interview
3c. Have students observe a one-to-one communication and a small group communication. Ask them to identify differences.	
3d. Ask students to watch television and identify at least three examples of audience communication.	
3e. Have the students make a bulletin board demonstrating the various forms of communication.	Evaluate bulletin board for accuracy and neatness

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. The Communication Process	
1. Basic elements a. Sender or source-person who places the message in a channel b. Receiver-individual who perceives a message in a channel c. Message 1) The information being communicated 2) Verbal or nonverbal d. Channel 1) Medium in which the message exists 2) e.g., letter, radio, spoken words e. Feedback 1) Responses of the receiver given to the sender 2) Indication of the impact of the message f. Interference (noise)- anything that distorts the information transmitted to the receiver	1. Analyze the basic elements of the communication process. Andersen; pp. 8-13 Galvin and Book; pp. 7-18, 265 Lederman; pp. 3-8 Nelson, et. al.-Effective Communication; pp. 9-14 Sathre, Olson, and Whitney; pp. 5-5 Shea, Boyum, and Spanke; pp. 1-3 Tubbs and Moss; pp. 19-44 Williams and Eggland; pp. 1-29
2. Factors that influence the communication process a. Attitudes of the sender and receiver b. Previous knowledge and background of the sender and receiver c. Culture of the sender and receiver d. Communication skills of the sender and receiver	2. Identify factors that influence the communication process. Andersen; pp. 25-41 Nelson, et. al.-Effective Communication; pp. 3-8 Sathre, Olson, and Whitney; pp. 30-47 Shea, Boyum, and Spanke; pp. 2, 5-6 (See the following units: Self-understanding and Self-esteem, Interpersonal Relationships)

	LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a.	Hold a discussion on the elements of the communication process.	Written test multiple choice short answer completion
1b.	Show students films involving communication. Ask them to identify each of the elements of the communication process.	
1c.	Conduct various role play sessions demonstrating the process of communication. Have the audience identify the basic elements demonstrated.	Evaluate role play sessions including evaluation of presenters and audience ability to identify basic elements.
2a.	Discuss each of the factors that may influence the communication process. Have students identify examples of each factor and any other factors they may think of. Ask which factors are most prevalent.	Participation in class discussion
2b.	Have students observe several events of interpersonal communication. Have them identify which factors influenced the communication process.	Participation in observation of factors that influence communication

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Factors that influence the communication process (cont'd)	
e. Complexity of the message being sent	
f. Particular channel chosen	
C. Roadblocks to Communication	
1. May prevent effective communication	1. Discuss the effects of roadblocks on the communication process. Gordon; pp. 50-55
2. Examples	2. Identify examples of the use of roadblocks to communication.
a. Ordering, commanding -cause hostility or resistance	Gordon; pp. 80-89
b. Warning, threatening -cause fear	
c. Moralizing, preaching -cause guilt	
d. Advising, offering solutions -show superiority -may cause lack of confidence	
e. Teaching, lecturing -cause feelings of inferiority	
f. Judging, blaming -cause feelings of stupidity -influence self-esteem	
g. Stereotyping, name-calling -affect self-image; e.g., "You're acting like a spoiled brat"	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss the concept of roadblocks to communication. Ask students to think of possible roadblocks.	Participation in discussion
2a. Present the various roadblocks to communication. Ask students which roadblocks: -their parents use? -their teachers use? -they use? -might appear in health care?	
2b. Have students role play situations in which the roadblocks are used. Ask the rest of the class to evaluate what happened.	Evaluate student's evaluation of role play sessions.
2c. Have students discuss the concept of stereotyping and how it affects communication.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Effective Speaking Techniques	
1. Skills needed	1. Describe the skills and components of effective speaking.
a. Knowledge of word sounds	
b. Know the meaning of words to express a specific thought	Dull; p. 52 Lederman; p. 313-332 Nelson, et. al.-Effective Communication; pp. 15-20 Wiles and Ryan; pp. 84-87
c. Understand how to formulate various sentence patterns and how to express meaning through them	
d. Know how to speak coherently to express a desired meaning 1) Be able to speak a main idea 2) Organize ideas according to purpose	
e. Include details to fit purpose and content of the communication	
f. Be able to support a main idea with appropriate details; have coherence among details	
g. Use clue words to indicate a pattern of thought	
h. Present information to indicate inference	
i. Know purpose	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss in class what skills and components are necessary to make a speech or report effective.	
1b. Have students practice basic speaking skills by giving impromptu speeches on health care topics.	Evaluate speaking skills using list of skills in content area D1 as criteria. Have students self-evaluate their speaking skills.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Steps in making an oral report	2. Organize an effective report or speech.
a. Determine the specific purpose	
b. Analyze the type of audience	Pickett; pp. 227-232 WeaverDuldt, Giffon, and Patton; pp. 187-189
c. Gather the material	
d. Organize the material	
e. Outline the report	
f. Use visual materials where needed	
g. Present the report	
h. Practice	
3. Making a formal presentation	3. Deliver an effective report or speech.
a. Delivery 1) Look at your audience 2) Speak, rather than read, to the audience 3) Get your words out clearly and distinctly 4) Put some zest in your expression 5) Stand naturally	Pickett; pp. 213-217 WeaverDuldt, Giffon, and Patton; pp. 187-189
b. Content 1) Capture the audience's attention and interest 2) Let the audience know what to expect 3) Know what you are talking about 4) Develop each main point 5) Substantiate what you say 6) Close; don't just stop speaking	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have the students prepare an outline and oral report on a topic of their own choosing.	Evaluate outline and oral report. Pickett; pp. 217, 233
2b. Assign students to list three procedures that they know and can do well. Make an outline for one of these procedures. The outline should be sufficiently complete so that the reader could carry out the procedure on the basis of the information in their outline.	
3a. Have students make an oral presentation of the procedure to the class. Ask the class to evaluate the delivery and the content.	Evaluation of presentation of oral report
3b. Have students evaluate a speaker at a public meeting using a checklist or rating scale.	Participation in evaluation of speaker

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Listening Skills	
1. Reasons for listening a. Improve classroom learning b. Improve vocabulary and language c. Help conversation skills d. Social skills	1. List reasons why listening is important. Adler and Towne; pp. 165-183 Dull; p. 52 Sathre, Olson, and Whitney; pp. 17-19 Weaver; pp. 97-105, 112-115
2. Types of listening a. Social listening 1) Listening for entertainment or enjoyment 2) Includes listening to family friends, concerts, etc. b. Critical listening 1) Analyze ideas and make judgments 2) Abilities needed a) Distinguish between fact and opinion b) Distinguish between emotional and logical arguments c) Detect bias and prejudice d) Recognize propaganda e) Draw inferences f) Make judgments g) Evaluate sales "gimmicks"	2. Distinguish between the various types of listening. Gordon; pp. 66-79 Sathre, Olson, and Whitney; pp. 20-21 (See the following unit: Study Skills)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss the concept of listening. Ask students why listening is so important.	Participation in discussion
2a. Have students make a list of personal examples of each type of listening. Discuss their lists in class.	Written test short answer multiple choice true-false Participation in discussion
2b. Read a list of statements to students that includes facts, opinions, biased statements, sales gimmicks, etc. Have students practice critical listening and identify which statements are factual and which are opinion.	Written test multiple choice
2c. Ask students to listen to the television and radio for any arguments. Have students determine if the arguments are logical or emotional.	Participation in listening activity
2d. Have students complete the activity on giving and receiving instructions in: Nelson-Effective Communication; pp. 15-19	Evaluation of worksheets Nelson; pp. 18-19

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Types of listening (cont'd) c. Discriminative listening 1) Listening for understanding and remembering, e.g., classroom listening 2) Abilities needed a) Understand meanings of words b) Relate details to main points c) Follow steps in directions d) Listen to questions with the intent to answer e) Recognize the speaker's purpose f) Repeat what was heard g) Take effective notes d. Active listening 1) Listening that involves interaction between the sender and receiver 2) Receiver provides feedback about the message sent 3) Check on accuracy of message and understanding	
3. Listening problems a. Viewing problems as uninteresting b. Criticizing a speaker's delivery or appearance c. Listening only for facts d. Failing to adjust to distractions, e.g., chewing, paper rattling	3. Evaluate personal problems with listening. Sathre, Olson, and Whitney; pp. 21-24

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2e. Conduct a listening game. Have students sit in a circle. Whisper a long statement containing numerous facts into the first student's ear. Have the first student repeat the statement to the second student, and second student to the third, etc. Have the last student repeat the statement out loud. Hold a discussion on the conversation. Was the statement repeated correctly? Where did the breakdown occur? Ask students to evaluate the consequences of communication breakdowns in the health care setting.	Evaluation of worksheets Nelson; pp. 18-19
2f. Practice active listening. Divide the class into pairs. Have one student read a series of complex messages, and the other student provide feedback on what was said. The sender should evaluate the accuracy of the feedback using a checklist. Students should serve as both senders and receivers. Discuss the activity as a group.	Participation in discussion
3a. Give students the list of possible problems with listening using a rating scale. Have them evaluate the extent to which they have each problem. Discuss their ratings in class.	Self-evaluation of problems with listening

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Listening problems (cont'd)	
e. Faking attention-pretending to listen	
f. Listening only to what is easy to understand	
g. Permitting prejudice to impair comprehension	
4. Improving listening skills	4. Practice improvement of listening skills.
a. Make a conscious effort to improve your attentiveness and concentration	Davis; pp. 3-4 Lederman; pp. 233-237, 335-354 Moulton and Held; pp. 169-171
b. Avoid distractions	Pickett; pp. 247-249 Sathre, Olson, and Whitney; pp. 24-27
c. Reduce psychological barriers--e.g., preoccupation	Wiles and Ryan; pp. 13-27
d. Become actively involved with the speaker and the message	(See the following unit: Study Skills)
e. Look at the speaker, noting movements, gestures, and facial expressions	
f. Take notes; organizing and and writing down information requires concentration	
g. Ask questions or contribute in some audiovisual way to the speaking situation	
h. Listen to silence, as well as to sounds. Spaces bewteen utterances often are communicative	
i. Do not evaluate speaker's appearances or delivery	
j. Do not fake attention	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have students select a particular course. For one week, they should attempt to improve their listening skills in that course by following the suggestions in this unit. Have them write a brief report on the results.	Oral tests Written tests Lederman; pp. 238, 260, 354-355 Pickett; p. 249 Evaluate report for content and neatness.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. Basic rules for writing clearly	
1. Skill Correlations	1. Identify the skills and components of effective writing. Dull; pp. 52-53 Nelson, et. al.-Effective Communication; pp. 21-33
a. Spell words, prefixes, roots, suffixes, inflectional endings, syllables	
b. Use words to express a specific thought	
c. Formulate various sentence patterns, to express meaning through them	
d. Arrange sentences in paragraphs to express a desired meaning 1. Formulate a topic and/or main idea sentence 2. Identify and construct paragraph types	
e. Include details to fit purpose and content of paragraph	
f. Support main idea with appropriate details to relate similar details	
g. Use clue words to indicate pattern of thought	
h. Present information to indicate influence	
i. Establish purpose, bias, type of structure	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students write a limerick, a short essay, a persuasive passage, etc. on a health related topic.	Evaluate limerick, essay or passage using criteria in content area F1.
1b. Have students complete the activity in : Nelson-Effective Communication; pp. 29-33. Discuss results in class.	Participation in group activity

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Types of written communication a. Reports b. Business letters c. Interoffice memorandum d. Manuals e. Forms f. Applications g. Bulletin boards	2. Prepare different types of written communication. Nelson, et. al.- Effective Communication; pp. 21-33 Pickett; pp. 65-139, 181-207 Thomas and Fryer; pp. 159, 184-187, 271-293
G. Non-verbal communication	
1. Types of nonverbal communication a. Physical characteristics b. Vocal cues c. Gestures d. Bodily movement e. Facial expressions f. Spatial relations-territoriality	1. Discuss various types of nonverbal communication. Carlson; p. 45 Davis; pp. 25-47 Galvin and Book; pp. 9, 43, 52-53 Harrison; pp. 97-157 Nelson, et. al.- Effective Communication; pp. 34-41 Weaver; pp. 145-153 Wiles and Ryan; p. 90 Williams and Eggland; pp. 18-19 (See the following unit: Personal Appearance and Behavior)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have each student write one type of written communication. Place these samples in a folder for future reference.	Written test matching short answer Pickett; pp. 81, 86, 97, 100, 124, 127, 129, 131, 133-134, 136, 139, 189, 201-202, 207-209
2b. Have students complete the activity on concise writing found in: Nelson-Effective Communication; pp. 21-28.	Evaluation of concise writing worksheets Nelson; pp. 24-27
1a. Display a picture or cartoon. How many different types of nonverbal cues are they able to identify?	Written test matching short answer
1b. As a class, watch three different television segments with the sound turned off. What messages are transmitted nonverbally? How much of what is going on can they understand by just watching the video? Do the three segments differ in the amount and type of nonverbal cues used?	Assess observation of television programs.
1c. Play charades using health related topics.	Participation in charades
1d. Have students complete the activity on body language from: Nelson-Effective Communication; pp. 34-41.	Evaluation of worksheet Nelson; p. 41

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Outward appearance a. Dress b. Grooming	2. Identify messages sent by an individual's outward appearance. Sathre, Olson, and Whitney; p. 112 Tubbs and Moss; pp. 202-204
3. Vocal Cues a. Pitch-frequency level b. Rate of speech c. Fluency of speech d. Volume 1) Overloud 2) Oversoft e. Quality -e.g., nasal voice, hoarseness	3. Identify various vocal cues used. Carlson; pp. 47-48 Harrison; pp. 97-112 Tubbs and Moss; pp. 204-211 Weaver; pp. 97-112 WeaverDuldt, Giffon, and Patton; pp. 109-111
4. Gestures a. Hand movement -pointed finger-to reprimand -placing hands on hips-shows confidence -handshake b. Touching -to express affection -to calm c. Preening gestures -to call attention to the body -rearranging the clothing -crossing the legs -glancing sensually -fingering of hair	4. Assess the meaning of gestures used by various individuals. Sathre, Olson, and Whitney; pp. 120-124 Tubbs and Moss; pp. 199-201

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have students observe the outward appearance of individuals in different occupations, health related and non-health related. Ask students how the individuals' dress and grooming influence their communication.	Participation in observation activity and discussion
3a. Have students say aloud, "That is very nice." Ask them to repeat it, each time placing the emphasis on a different word. Does the meaning change as they shift emphasis?	
3b. Have students repeat, "That is very nice," trying to express these emotions: happiness, surprise, anger, fear, disgust. Have them determine what changed as they moved from emotion to emotion.	
4a. Ask students to observe for one day and keep a log of gestures that people use. Have them identify what they thought each person was trying to communicate.	Assess log for number of entries, neatness and accuracy.
4b. Conduct a class discussion on the topic of "touch." Ask students how they feel about touch, and when they use it. Discuss the use of touch when dealing with patients.	Participation in discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Bodily movement and posture a. Walking -Sad person shuffles -Happy person walks briskly b. Movement closer to a person -openness and willingness to relate c. Turn body away -conversation closed to others d. Arms crossed on chest -defensive, closed attitude e. Leaning back in a chair -superior, relaxed attitude f. Desks, tables and barriers -used to demonstrate authority	5. Demonstrate body movements used to send various messages. Carlson; pp. 44-45 Harrison; pp. 130-144 Sathre, Olson, and Whitney; pp. 114-116 Smith and Bass; pp. 85, 88-91 Tubbs and Moss; pp. 198-199 Weaver; pp. 157-161 WeaverDuldt, Giffon, and Patton; pp. 112-115
6. Facial expressions a. Eye contact 1) More eye contact -Paying closer attention -Confidence 2) Less eye contact -Shyness -Dishonesty -Lack of confidence b. Emotions expressed by the face 1) Interest-excitement 2) Enjoyment-joy 3) Surprise-startle 4) Distress-anguish 5) Shame-humiliation 6) Contempt-disgust 7) Anger-rage 8) Fear-terror	6. Determine the emotions expressed in various facial expressions. Carlson; pp. 44-45 Davis; pp. 74-98 Harrison; pp. 113-128 Sathre, Olson, and Whitney; pp. 116-120 Smith and Bass; pp. 85-88 Tubbs and Moss; pp. 194-198 Weaver; pp. 154-157 WeaverDuldt, Giffon, and Patton; pp. 111-112

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Assign pairs of students to demonstrate different messages using a variety of bodily movements and postures, e.g., "I don't feel like talking." Have the class decide what message is being sent.	Evaluate student's ability to convey message and class ability to determine message.
5b. Have students observe for one day and make a list of different messages sent by bodily postures and movements. Discuss these in class.	Participation in discussion
6a. Divide the class into groups of three. Two members of the group should carry on a conversation while the third student observes and evaluates the eye contact between the two. Discuss evaluations in class.	Student participation in eye contact observation
6b. Present a series of facial photographs to students. Ask each student to write down what emotion was expressed by the face. Compare answers in class.	
6c. Have students demonstrate different emotions to the class through facial expressions.	Demonstration of emotions using facial expressions

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
7. Spatial relations-territoriality a. Keeping distance or personal territory b. Favorite chair, preferred place in car c. Spreading out of books and papers on a table d. Closeness to another person	7. Examine spatial relations used by individuals. Carlson; pp. 48-49 Davis; pp. 49-72 Harrison; pp. 145-157 Sathre, Olson, and Whitney; pp. 113-114 Smith and Bass; p. 92 Tubbs and Moss; pp. 185-193 Weaver; pp. 153-154
8. Message congruency a. Verbal and nonverbal messages may not agree b. Need to listen as well as observe	8. Compare the verbal and nonverbal messages sent by an individual. Sathre, Olson, and Whitney; pp. 111-112

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
7a. Have students discuss the concept of "personal space." What does it mean to them? How do they feel when someone invades their space?	Participation in discussion
7b. Have each student identify the personal space of each family member, e.g., father's favorite chair, brother's room. Discuss these in class.	
8a. Assign each student to communicate a message to the class in which the verbal and nonverbal messages do not agree, e.g., saying "I like your hair," but having a look of dislike on the face. Have the class compare the verbal and nonverbal messages and determine the differences.	
8b. Complete activity 7a, but have some students communicate messages that are congruent. Have the class determine the congruency of the messages.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
H. Telephone communication	
1. Answering the telephone a. When telephone rings, answer promptly b. Identify self c. Establish who is calling d. Speak courteously e. Keep pen, paper, clock and calendar handy f. Give your full attention to the caller g. Use discretion in giving out information h. Explain delays i. Speak clearly and pleasantly in a normal tone j. End the call gracefully	1. Discuss proper techniques associated with answering the telephone. Gwyn, et. al.; pp. 1-32 Pickett; pp. 245-246 V-TECS-Dental Assistant; p. 10 V-TECS-Medical Assistant; pp. 16-17
2. Screening calls a. Don't offend the caller b. Ask who is calling, nature of business, and urgency c. Answer questions tactfully d. Ask if message can be left	2. Judge telephone calls to determine which calls merit screening. Gwyn, et. al.; pp. 1-32 V-TECS-Dental Assistant; p. 10 V-Tecs-Medical Assistant: pp. 16-17

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have the students contact the local telephone company to determine the availability of materials (brochures, pamphlets, films, and other such aids) about the proper use of the telephone.	Assess the students' written reports or oral reports. Look for various good suggestions on how to answer the phone. Oral tests Gwyn, et. al.; pp. 1-32 Pickett; p. 246
1b. Have students interview at least three secretaries, receptionists or other business people who answer telephones often. Ask if they can recommend ways telephoning can best be improved. Have students present findings either in a written report or in a two-minute oral report in class.	
1c. Have students talk on the phone with a smile on their face. Talk on the phone without a smile on their face. Notice the difference and discuss in class.	
2a. Pass out written examples of telephone situations. Have students discuss in class which calls should be put through, and which should just have a message taken.	Written tests short answer Oral tests Gwyn, et. al.; pp. 1-32 Pickett; p. 246

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Taking a message a. Obtain time, date, name of caller, purpose of call b. Make notes while caller speaks c. Write neatly so readable d. Use message forms if possible e. Do not hesitate to ask caller to repeat f. Repeat information to caller to make sure information is correct	3. Write a message from a telephone call with all of the correct information. Gwyn, et. al.; pp. 1-32 V-TECS-Dental Assistant; p. 10 V-TECS-Medical Assistant; pp. 16-17
4. Handling complaints a. Stay calm b. Ask questions-get all the needed information c. Be sympathetic d. Offer to find out what can be done e. No promises if they cannot be kept f. Be courteous g. End call on a pleasant note	4. Respond to telephone complaints in an effective manner. Gwyn, et. al.; pp. 1-32

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Read several examples of telephone messages to the classroom. Have the students write down the information on message forms.	Oral tests Written tests Gwyn, et. al.; pp. 1-32
3b. Have students assemble in groups of two or three. One pretends to be the caller while the others practice taking messages--asking questions, repeating information, etc.	
4a. Divide the classroom into groups. Discuss various ways to handle telephone complaints and report findings to the class.	Oral tests Written tests Gwyn, et. al.; pp. 1-32
4b. Role playing. Select students to participate--one as the caller, the other as the receiver of the complaint call. Have the class discuss how they handled the situation.	

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UNIT VI

INTERPERSONAL RELATIONSHIPS

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2. Core Content

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b. People in My Would-Be World of Work, My Would-Be Patients. 10

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OVERVIEW OF CONTENT

After understanding the self, the individual begins to realize the significant others around him/her, the family, friends, classmates, co-workers, etc. Everywhere an individual goes, he/she meets other people. In order to be able to deal with others more effectively, an individual must possess necessary interpersonal skills.

A health care worker interacts with many others including: patients, co-workers, supervisors, and the public. Success on the job will be highly determined by the health care worker's interpersonal skills.

These skills may effectively be taught by having the student answer questions related to relationships with others. In this unit, the student will reflect on the following questions:

Who are the significant persons in my life? How do I relate to them? How do I relate to my immediate family? What does a good relationship with my family mean to me? Am I satisfied with the way I relate to them? If not, how can I improve the relationships?

Do I have close friends? Why do I need close friends?

Do I like to gain more friends? How? How can I keep them?

Why should I be able to relate to people? To my would-be patients?

What interpersonal skills are expected of me as a health care worker?

How would I be able to relate effectively with others?

What is an effective group? How do I function in a group? What other role options can I attempt to do? Do I contribute to the group's growth? How can I be a more effective part of the group?

By completing some of the learning activities in this unit, students will be able to answer these questions and improve relationships with others. This will help students to be able to better succeed in the world of work and life in general.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Significant Others - Who are the Significant Persons in My Life? How do I relate to them?	
1. Family relationships a. How do I relate to my immediate family? b. What does a good relationship with my family mean to me? c. Am I satisfied with the way I relate to them? d. If not, how can I improve the relationships?	1. Analyze ways to improve relationships with family members.

	LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a.	Initiate the unit by having the class listen to or read the words of the song "No Man is an Island." Ask them about the message of the song. Ask them to write down the significant persons in their lives and why they are significant. Follow with small group discussion.	Ask the students to pick out one member of his/her family. Tell them to write an essay about the relationship with that person taking into account the points emphasized in an outline. Evaluate their essays for completion and ability to express the relationship.
1b.	Have the students complete these sentences: 1) Of all the members in my family, I like my ________ most, because ____________. 2) Of all the members in my family, I dislike my ________ most, because ______________.	
1c.	After giving one or two examples, ask the students to fill out a chart within the following four columns: - Family member - Relationship satisfaction (very good, good, fair, poor) - Do I want to improve the relationship? Why? - Ways of improving the relationship Follow the activity with small group discussion.	Evaluate chart for completeness.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Relationships with friends	2. Discuss the importance of friends.
a. Do I have close friends? b. Why do I need close friends?	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have the students listen to the song "You've Got a Friend" or "Bridge over Troubled Waters". Ask them about the meaning of the song. Have them relate experiences with friend in connection with the song's message.	Have the students enumerate the reasons why friends are important. Collect their lists.
2b. Request the students to write about some close relationships outside of their family which they have had. Tell them that they can keep it to themselves or discuss with a partner or a small group.	
2c. Have the students make posters with this caption: "I Like to have friends because ___________" or "Friends _____________." They may use cut-outs, pictures from magazines or drawings. Display posters in the classroom.	
2d. Ask the students to make acrostics in small groups with the word FRIEND.	
2e. Assign students to bring pictures of their best friends. Put them in small groups. Ask them to tell the group something about their friend in 10-15 minutes. Encourage the members to question the speaker.	
2f. Ask the students to complete the following statement: I love my friend with an S because he/she is S ___________. Other letters can be substituted. Qualities should be recorded on the board.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
c. Do I like to gain more friends? How? d. How can I keep them?	2. Discuss the importance of friends. (cont'd)

LEARNING ACTIVITIES

2g. Give the students some moments of self-introspection to ask themselves whether they would like to have more friends or not. Discuss in class.

2h. Have the students read Dale Carnegie's How to Win Friends and Influence People, parts 2 and 3. Ask for volunteers to present Carnegie's ideas through a panel discussion. Each student should have a role--discussant, moderator, advertiser, director, etc.

2i. At the beginning of the semester, have the students draw lots to be able to identify their "monito"/"monita". A "monito"/ "monita" is someone who should be shown special attention. The names should be kept in secret. It is suggested that the teacher join the activity. Each one will show in his/her way that he/she cares for the monito. Examples are giving flowers, or writing a letter. Towards the mid-semester, the names of the monitos will be revealed. Each one will share how they feel when somebody cares for them. The activity may be repeated if the class members wish to do so.

2j. Break the class into small groups. Give them 5-10 minutes to plan a role-play about gaining and keeping friends. Group presentations and discussion follow.

SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

Provide the students with a checklist of ways of gaining and keeping friends. Include some that are not ways to seep friends.

Ask them to place a check before the options that lead to the goal.

Example:

Place a check before the options that will make you gain and win friends.

_______1. smiling to people
_______2. throwing tantrums
_______3. giving a helping hand
_______4. etc.

Ask the students to list some additional ideas about gaining and keeping friends. Collect checklists and hold individual discussions with students.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. People in My Would-be World of Work, My Would-be Patients	
1. Why should I be able to relate to people? To my would-be patients?	1. Analyze why having good relationships with others is important for a health care worker.
2. What interpersonal relations skills are expected of me as a health care worker? Work Behaviors a. Work effectively under different kinds of supervision b. Work without the need for close supervision c. Work cooperatively as a member of a team d. Get along and work effectively with people of different personalities e. Show up regularly and on time for activities and appointments f. Work effectively when time, tension, or pressure are critical factors for successful performance	2. List the interpersonal relations skills expected of a health care worker. Greenan-Illinois State Board of Education; pp. 13-14

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Show pictures of patients and health care workers depicting good relationships. Ask the students to make the pictures come alive by role-playing. Have a class discussion on the importance of good relationships with patients.	Ask the students to write down the reasons why having good relationships with others is important for a health care worker. Collect their lists and assess for completion.
1b. Write down situations portraying good and bad patient health care worker relationships. Divide the class into small groups for role plays. Be sure that all the students participate. Have a class discussion on how each person felt during the role-play. Lead the class to some generalizations on why good relationships with others are important.	Evaluate participation in role play.
2a. Divide the class into small groups. Have them write a list of interpersonal relations skills a health care worker should possess (brainstorming session). Call on a group representative to report the summary. Ask for a volunteer to lead the class into a group synthesis of the points. Ask the students to compare the final list with the list published by the Illinois State Board of Education.	Have the students make a list of the interpersonal relations skills expected of a health care worker. Evaluate lists for completion and abiliy to identify skills.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. What interpersonal relations skills are expected of me as a health care worker? (cont'd)	2. List the interpersonal relations skills expected of a health care worker. (cont'd)
Work Behaviors g. See things from another's point of view h. Engage appropriately in social interaction and situations i. Take responsibility and be accountable for the effects of one's own judgment, decisions, and actions k. Plan, carry out, and complete activities at one's own initiation	
Instructional and Supervisory Conversations k. Instruct or direct someone in the performance of a specific task l. Follow instructions or directions in the performance of a specific task m. Demonstrate to someone how to perform a specific task n. Assign others to carry out specific tasks o. Speak with others in relaxed and self-confident manner p. Compliment and provide constructive feedback to others at appropriate times	
Conversations q. Be able to handle criticism, disagreement, or disappointment during a conversation r. Initiate and maintain task focused or friendly conversations with another individual s. Initiate, maintain, and draw others into task focused or friendly group conversations t. Join in task focused or friendly group conversations	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2b. Give each student a list of the interpersonal relations skills as listed in the "Identification of Generalizable Skills in Secondary Vocational Programs," Illinois State Board of Education. Give them a chance to clarify points. Ask each student to rate himself/herself as very good, good, fair or poor on each of the skills. Have them write a plan of action on how to improve their skills in unsatisfactory areas.	Self-evaluation of interpersonal relations skills Evaluate plan of action.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. How would I be able to relate effectively with others?	3. Discuss the ways of relating effectively with others.
Some elements in effective relationships are trust, risk-taking, acceptance, love, assertiveness, being relaxed, open communication, sensitivity, respect, cooperation, high self-esteem, and others.	Bond; 234-253
	Howe and Howe; Chapter 4, pp. 41-79

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
Throughout the course elements in effective relationships are emphasized. The following activities should provide more experiences to help reach the goal.	Request that students write a paragraph on how they will be able able to relate effectively with others. Evaluate paragraph for ability to identify ways to relate effectively.
3a. To develop trust among the students, try some trust games as suggested by Bond. Processing (discussion, reaction, reflection) of the games will heighten insights. Certain games can be repeated or a variety can be used whenever the teacher feels it is appropriate.	
3b. To develop a climate of acceptance, trust, and open communication, determine which of the activities suggested by Howe and Howe are suitable for your students. The nature of the activities will determine the time for appropriate execution. Follow with discussion.	
3c. Ask the students to write a story about one of their effective relationships with others. Have them identify the elements in the said relationships. Have them write another story dealing with one of their ineffective relationships with another. Put them in small groups to be able to derive generalizations about effective and ineffective relationships. Then have a large group discussion.	Evaluate stories for creativity and ability to identify effective and ineffective relationships.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. How would I be able to relate effectively with others? (cont'd)	3. Discuss the ways of relating effectively with others. (cont'd)
	Benson; p. 317
	Jakubowski and Lange; pp. 42-43

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3d. To help students feel relaxed, give them the following instructions: "Stand up. Close your eyes. Pretend that you are going to chop a hollow block with your two hands. Put your hands up slowly tense them, tense them... up...up...you are going to chop the block with all your force.......there you are..... go!" Repeat as long as necessary.	
3e. For relaxation, give the students the following instructions: "Stand up. Close your eyes. Pretend that you are pushing a very heavy load......very heavy. ..very, very heavy.......ahhh... push.....push.....push....again .....push....push with all your might. Continue for as long as necessary.	
3f. Relaxation exercises can be done from time to time. The Benson technique is another alternative.	
3g. Write down role-play situations concerning patients and health care workers showing nonassertive, assertive and aggressive behavior. Distribute them among the small groups. Execution and processing follow. Present a copy of *A Comparison of Nonassertive, Assertive, and Aggressive Behavior* by Jakubowski and Lange. Have students clarify points. Ask them to write about instances in their lives showing the three types of behavior and their feelings about them.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. How would I be able to relate effectively with others? (cont'd)	Jakubowski and Lange
	Mill; pp. 60-61
	Mill; pp. 217-218
	Moskowitz; p. 115
	Other references: Atherton and Mumphrey; pp. 133-154 Cooper and Cooper; pp. 16-20 Purtilo; pp. 137-180 Sorrentino; pp. 19-20 Travelbee; pp. 119-155

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3h. A lot of activities in developing assertiveness can be found in the Assertive Option by Jakubowski and Lange.	
3i. Mill's activity, "Practice in Saying No" will help the students learn how to say no without losing friends or feeling guilty.	
3j. To assess individual tendencies toward risk-taking behavior, use Volunteering Strategy by Mill.	
3k. To develop positive feelings, you can try this coin activity at the end of the course. Assign students to have $1.00, $0.50, $0.25, $0.10, $0.05. Let them sit in a circle. Start by saying "This 5 cents is for ___________. I wish that he will have more patience to be able to reach his goal." Give a signal to the next speaker. Go on until everybody has had a chance. The coin can be given to oneself, two, or to the whole group. Do this with the other coins.	
3l. Another one, The Last Goodbye by Moskowitz will make an interesting activity at the end of the course.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. The Group and I	
1. What is an effective group? An effective group.... (Source, Lippitt, G.L., and Seashore, E. (1962). "The leader and group effectiveness. NY: Association Press, pp. 19-21)	1. Identify the different characteristics of an effective group. Lippitt and Seashore; pp. 19-21
a. Has a clear understanding of its purposes and goals b. Is flexible in selecting its procedures as it works toward its goals c. Has achieved a high degree of communication and understanding among its members Communication of personal feelings and attitudes, as well as ideas, occurs in a direct and open fashion because it is considered important to the work of the group d. Is able to initate and carry effective decision making, carefully considering minority viewpoints, and securing the commitment of all members to important decisions e. Achieves an appropriate balance between group productivity and the satisfaction of individual needs	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Write down on strips of paper the different characteristics of an effective group as enumerated by Lippitt and Seashore. Distribute them among the small groups. Ask them to illustrate the meaning of each characteristic through role plays. Role-play topics should be something about patients and health workers. After each group performance, the audience should be able to identify the characteristics aimed at.	Ask the student to identify the different characteristics of an effective group. Following the role-play sessions, evaluate the role-play activities for participation of members and ability to communicate characteristics.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
f. Provides for sharing of leadership responsibilities by group members - so that all members are concerned about contributing ideas, elaborating and clarifying the ideas of others, giving opinions, testing the feasibility of potential decisions, and in other ways helping the group to work on its task and maintain itself as an effective working unit	1. Identify the different characteristics of an effective group. (cont'd)
g. Has a high degree of cohesiveness (attractiveness for the members) but not to the point of stifling individual freedom	
h. Makes intelligent use of the differing abilities of its members	
i. Can be objective about reviewing its own processes. It can face its problems and adjust to needed modifications in its operation	
j. Maintains a balance between emotional and rational behavior, channeling emotionality into productive group effort	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. How do I function in a group? What other role options can I attempt to do?	2. Analyze personal role/s in a group. Hunter; pp. 48-50
3. Do I contribute to the group's growth?	3. Examine his/her contribution to the group's growth. Mill; p. 13 Hunter; pp. 47-48

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Use Hunter's Process Observation Practice Strategy. Hunter used the group roles listed by Benne and Sheats. a. Group task behavior: Conduct that furthers the work of the group (initiating, informing, clarifying, summarizing, consensus testing) b. Group maintenance behavior: conduct that helps the group function productively (Harmonizing, gate keeping, encouraging, compromising, giving feedback) c. Personal or self: Conduct that interferes with the work of the group (aggressing, blocking, dominating, avoiding, abandoning)	Ask the students to name the group role/roles in which they frequently finds themselves. Have the students write down some roles they would like to try doing.
3. Give each student a list of group functions and roles as listed by Benne and Sheats (Refer to Activity 2. Devise a code such as a blue check for the most frequently used role, a red check for frequently, a yellow check for less frequently, a green check for seldom and no check for unused roles. Ask the students to complete the rating scale. Based on the results give the students some time to ponder on the question. "Do I conttribute to the group's growth?" Allow some time for sharing of feelings.	Have the students write a self-reflection about the question. "Do I contribute to the group's growth?" Assess the self-reflection to determine if the students were able to analyze their ability to contribute.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. How can I be a more effective part of the group?	4. Draw a plan of action on how to be an effective group member. Hoper, Kutzleb, Stobbe and Weber; p. 28

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Try the group painting activity by Hoper and other in Awareness Games.	
4b. To enable the students to experience different kinds of group roles, use the Leadership and Maintenance Functions Strategy of Mill. Choose a topic of interest for your students or better still let the students make the choice. There are a lot of activities in the different units of this curriculum which call for small groups. From time to time, give the students the chance to evaluate their efforts towards becoming an effective group member.	Have the students make a plan of action on how to be an effective group member. Let the students have a peer evaluation of the action plan.

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UNIT VII

PROBLEM SOLVING AND DECISION MAKING

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OVERVIEW OF CONTENT

We are living in a complex world. Never before have people been faced with so many problems and the need to make many important day-to-day decisions. This unit focuses on two skills essential for living in our problem-oriented world: problem solving and decision making. The terms problem solving and decision making are often used synonymously. For the purposes of this unit, problem solving has been described as a step-by-step process used to guide someone toward making a decision. The problem solving process is used to handle small day-to-day problems, as well as major problems.

Decision making, as described in this unit, involves much more. The decision making process is used to determine the best alternative for making major decisions, such as career decisions or marriage. This includes careful evaluation of factors controlling the decision, identifying risks, and the development of a goal statement for the decision. Developing problem solving and decision making skills will prepare health occupations students for future work as well as life in general.

People are faced with many types of problems. Examples are personal problems, family problems, math problems, financial problems, and a variety of other types of problems. Students should determine the types of problems that they currently have. Once problems have been identified, students can practice the use of different strategies to help solve the problems. Examples of strategies include thinking aloud and working backwards. By practicing these strategies, students will find it easier to use the problem solving process.

Presented in the unit is a model of problem solving that includes five major steps. The first step involves breaking the problem down into parts so that it is well understood. This involves finding all the relevant facts. Following understanding of the problem, the student should brainstorm for all possible solutions. Although the student can individually brainstorm for solutions, this step is best completed with the assistance of others. The next step is to choose a tentative solution strategy. This involves weighing the consequences of each solution and making the most appropriate choice. Although it may be difficult for some problems, it is important that students have experience carrying out the selected solution strategy. While carrying out the solution, students should search for probable places for errors. Once the solution strategy has been carried out, it is important to evaluate completion of the problem solving process. Students should be asked if the problem was effectively solved and how they can improve their problem solving abilities. This final step of learning from the problem solving process is the most important part.

In addition to being able to solve problems as individuals, students should be able to work with groups to solve problems. Group problem solving requires that students have strong interpersonal skills as well as communications skills. The five-step problem solving model can be easily applied with groups. Gaining experience in group problem solving will help health occupations students to work with colleagues as well as other members of the health care team in the future.

Students in secondary health occupations programs have many important future decisions to make. They need to choose a career, what school to attend, whether or not to get married, etc. By practicing the decision making process presented in this unit, students can improve their ability to make important life choices.

The decision making process discussed in this unit has six major steps. The first step is to become aware of your choices. In this step, students look at factors that control their life. During the next step students look at the uniqueness of their situation. This involves looking at the effect of societal pressures, personal limitations, and the development of a goal statement for the decision. The third step in decision making is to find the best alternative. During this stage students look at all possible alternatives and develop a selective list. The fourth step involves evaluation of the risks involved for each alternative. It is important that students complete this step so that potential risk is minimized. Once the risks have been carefully weighed, the decision maker needs to take action by selecting the best alternative. It is important to plan ahead for possible consequences of choosing that alternative. The final step in effective decision making is to evaluate the decision and determine if the best choice was made. It is also important to determine if any new decisions need to be made.

It is quite evident that the processes of problem solving and decision making are similar as described in this unit. The problem solving process is very useful for solving both minor & major problems that may occur. The decision making process can be used to make critical decisions that an individual faces. More emphasis is placed on looking at factors that influence the decision and evaluating the risks. For health occupations students, critical decisions include deciding on a career or deciding what part-time job to take. At a minimum, students should have experience using the problem solving process. Both processes are used in other units of this curriculum. Mastering both processes will help the student to solve problems and make more successful decisions now and in the future.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Introduction to Problem Solving	
1. Definition a. Deciding what to do about a situation b. Step-by-step process that guides someone toward making successful decisions	1. Define problem solving. Nelson (problem solving); pp. 1-12 Harris and Meriam; pp. 81-82
2. Importance a. Necessary skill for future education and training b. Needed for employment in a high technology society c. Adaptation to change d. Health care workers need to problem solvers	2. Discuss the importance of problem solving. Karmos and Karmos; pp. 1-4 Nelson (problem solving); pp. 1-2 Johnson; pp. 3-5
3. Types of problems a. Personal problems b. Family problems c. School problems d. Math problems e. Financial problems f. Health problems g. Work problems h. Environmental problems	3. Identify types of problems encountered by people. Nelson (problem solving); pp. 3-12 Jackson; pp. 3-11

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Conduct a lecture/discussion on problem solving. Ask students how they usually solve their problems.	Participation in discussion Evaluation of T-puzzle activity Nelson; p. 6
1b. Assign students to complete the T-puzzle (in Nelson Worksheet #1 p. 6).	
2a. During the same lecture/ discussion, emphasize the importance of problem solving. Present several problems a health care worker may face; eg., determining how much medication to give a patient. Ask students to think about what would happen if health care worker was not a good problem solver.	
2b. Have students complete worksheets #2, #3 (in Nelson, p. 7 & 8) on identifying problems. Discuss their answers in class.	Evaluation of responses to questions on worksheets Nelson; pp. 7-8
2c. Have students rate their problem solving skills using the rating form found in Nelson, worksheet #4, p. 12. Discuss their ratings in class.	Self-evaluation of problem solving skills
3a. Conduct a brainstorming session to identify types of problems that people face. Ask students to identify the major types of problems they face. Compare their lists with the list of types of problems provided. (Topic A3)	Evaluation of participation in brainstorming session

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Strategies for Improving Problem Solving Abilities	
1. Thinking aloud a. Vocalizing thoughts b. "Talking out" a problem with individuals and/or groups	1. Practice solving problems by thinking aloud. Karmos and Karmos; pp. 20-25
2. Trial and error-trying different solutions to see if they work	2. Solve problems using the trial and error method. Karmos and Karmos; pp. 25-30

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3b. Provide students with the list of types of problems (Topic A3). Ask them to cite examples of each type of problem. Have them rank the problems according to difficulty of solving.	
1. Conduct a problem solving session in class. Give students a series of problems, e.g., mathematical problems or minor day-to-day problems. Using the process of "thinking aloud" solve each problem as a class, in small groups, or in one to-one discussion with individual students. Have students verbalize the steps to solving the problem. Make sure that each student participates.	Evaluation of participation in activity of "thinking aloud" Karmos and Karmos; pp. 22-25
2a. Give students a set of mathematical problems to solve using the trial and error method. Discuss their answers in class.	Evaluation of completed mathematical problems using "trial & error" Karmos and Karmos; pp. 28-30
2b. Ask each student to list one problem that he/she needs to solve in the next week; e.g., quarreling with a younger brother about borrowing possessions or having difficulty with studying for a biology test. Have students identify several possible solutions to the problem. Ask them to try to solve the problem using one alternative. Discuss their results in class. If the solution didn't work, have them try the next solution, etc. Have each student write a brief report of how they solved the problem using the trial and error method.	Evaluation of written report on solving the problem using the "trial & error" method

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Working backwords - looking ahead at the goal and determining the solution based on that goal	3. Demonstrate the use of working backwards to solve problems. Karmos and Karmos; pp. 30-35 Hayes; pp. 19-20

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. In a class discussion, present the following problem to students: Assume that you are applying for a part-time job as a medical assistant for a doctor. You know of at least five other people who are interested in the job, so you want to be prepared for your interview as much as possible. What are some possible questions that the doctor may ask during the interview? Discuss student responses in class. Emphasize to students the importance of looking ahead to a goal and working backwards to try to solve the problem. Ask students: What if you didn't try to think of possible interview questions ahead of time?	Participation in discussion
3b. Conduct a role play session using the example of the job interview in learning activity 3a. Assume that you are the physician interviewing the student. Ask for two volunteers to participate. Conduct the first simulated interview with one student without any previous predetermination of interview questions. Conduct the second interview after the class has determined possible interview questions. Discuss the different interviews in class.	
3c. Give students mathematical problems on which to practice the technique of "working backwards" such as those found in Karmos and Karmos; pp. 31-35.	Evaluation of solvtion to mathematical problems Karmos and Karmos; pp. 31-35

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Gathering, recording, and analyzing data a. Obtaining all necessary information b. Techniques 1) Observation 2) Use of checklists c. Summarize data d. Analyze results	4. Practice techniques of gathering, and analyzing data for problem solving. Karmos and Karmos; pp. 50-58
C. Five-Step Problem Solving Model	
1. Understand the problem a. Defining the problem b. Finding the facts c. Exploring the problem d. Breaking the problem down into parts e. Use of a figure or sketch of needed to help explain the problem	1. Given a problem, determine the relevant facts. Karmos and Karmos; p. 59 Gordon; pp. 228-230 Nelson (problem solving); pp. 13, 17-18, 29-33 Johnson; pp. 5-6 Jackson; pp. 15-18, 36-98 Carkhuff; 16-56 Steele and Maraviglin; pp. 53-54 Harris and Meriam; pp. 82-86 Moore; pp. 6-8

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Divide the class into groups. Assign each group to study a different problem; e.g., areas of concern in school, such as too much noise in the library or students smoking in the washrooms. Ask each group to gather data by observing and using checklists to record data. Have them make a summary of the data including graphs and/or tables and write a brief analysis of the results. Ask each group to present findings to the class.	Evaluation of group presentation Peer evaluation: Have group members evaluate each other. Evaluate group report/analysis of the the results of gathering and analyzing data.
C. Go through the 5-step problem solving model with the class. Use a sample problem and apply the model. Following the sample problem and using the case incident study of a student's problem found in Expanded Activity C1-C5, have students use the 5-step problem solving process to solve the problem described in the study. Have each student individually complete the worksheet. Monitor their progress.	Evaluation of completed worksheet and oral responses to questions during class discussion
1a. Using the worksheet in Expanded Activity C1-C5, break Melody's problem into parts. Identify all the facts. Discuss answers in class.	
1b. Using the fact-finding worksheets found in Nelson, Worksheet #5, p. 17, and Worksheets #9, #10, pp. 32-33, have students determine relevant facts about the problems presented.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Brainstorm for possible solutions a. Generations of ideas b. Do not judge ideas, just write them down c. Get additional information if needed	2. Practice brainstorming for possible solutions to problems. Karmos and Karmos; pp. 59 Gordon; pp. 230-231 Nelson (problem solving); pp. 14, 20, 22, 35-39 Johnson; pp. 6-7 Carkhuff; pp. 57-90 Steele and Maraviglia; pp. 53-54 Harris and Meriam; pp. 86-87 Moore; p.8
3. Choose a tentative solution strategy a. Carefully weigh consequences of each solution b. Begin to plan how the solution will be carried out	3. Select possible solutions to a problem. Karmos and Karmos; pp. 59-60 Gordon; pp. 231-232 Nelson (problem solving); pp. 14, 20-21, 41-44 Johnson; p. 7 Jockson; pp. 18, 161-203 Carkhuff pp. 91-114 Steele and Maraviglia; p. 53-54 Moore; pp. 8-9
4. Carry out the tentative solution strategy a. Check each step as it is carried out b. Find probable places for errors, mistakes, or faulty reasoning	4. Examine solution strategies for solving problems. Karmos and Karmos; p. 60 Gordon; pp. 232-233 Nelson (problem solving); pp. 14, 21, 41-44 Johson; p. 7 Carkhuff; pp. 115-134 Steele and Maraviglia, p. 54 Harris and Meriam; pp. 86-89 Moore; pp. 8-9

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Brainstorm for possible solutions to Melody's problem. Write down all solutions on the worksheet without making any judgments. (See Expanded Activity C1-C5)	
2b. Have students complete worksheet #11 and #12 in Nelson, pp. 37-38. Discuss the activities in class.	Inquiry during discussion
3a. Using the worksheet in Expanded Activity C1-C5, have students determine possible consequences for each proposed solution and identify the best solution.	
3b. Have students complete worksheet #13 from Nelson, pp. 43-44. Discuss answers in class.	Inquiry during discussion
4. Have students complete the section of the worksheet in Expanded Activity C1-C5 on "carrying out the tentative solution strategy."	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Learn a. Check result if possible b. Has the problem been solved? c. Evaluate effectiveness of the solution d. Determine if decision was effective e. Can this plan be used for solving similar problems? f. What were the strengths of the problem solvers? Needed areas of improvement?	5. Evaluate the effectiveness of solutions to problems. Karmos and Karmos; p. 60 Gordon; pp. 233-234 Nelson (problem solving); pp. 14, 21, 45-50 Johnson; p. 7 Moore; pp. 9-10
D. Problem Solving in Groups	
1. Description - working with others to solve problems	1. Describe the function of group problem solving. Karmos and Karmos; pp. 95-98 Nelson (problem solving); pp. 23-25

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5. Using the worksheet in Expanded Activity C1-C5, have students evaluate the solution to Melody's problem.	Written test on 5-steps to problem solving essay short answer
* After solving Melody's problem, have each student define a problem he/she is currently facing and needs to solve in a few weeks. Assign each student to solve the problem using the five-step method. Monitor each student's progress and have students give an oral report to the class.	Evaluate oral report.
5b. Have students complete the case study worksheet #14 in Nelson, pp. 48-49.	
1. Hold a discussion on group vs. individual problems. Ask students why group problem solving would be better than individual problem solving in some cases. Cite examples of when group problem solving is more appropriate.	Participation in class discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Skills needed a. Interpersonal skills ie. Assertiveness, ability to share, openness b. Communication skills ie. Listening skills, verbal skills, presentation skills	2. Identify areas of needed improvement for working in groups. Karmos and Karmos; pp. 95-98 (See the units: Communications, Interpersonal Relations)
3. Use of 5-step problem solving model a. Understand the problem b. Brainstorm for possible solutions c. Choose a tentative solution d. Carry out the tentative solution e. Learn	3. Practice group problem solving using the 5-step model. Karmos and Karmos; pp. 98-100 Nelson (problem solving): pp. 23-25 Gordon; pp. 227-234
E. Introduction to Decision Making	
1. Description a. process of making a choice between two or more courses of action b. Must be more than one possibility	1. Distinguish between decision making and problem solving. Miller; pp. 11-12

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2. Conduct a role playing session of a group meeting to discuss a problem. Assess students' practice of interpersonal and communication skills.	Evaluate role play.
3a. Divide the class into small groups. Give each group the some hypothetical problem to solve, using the 5-step model. Compare their solutions in class discussion.	Peer evaluation of group participation Evaluation of group completion of problem solving process
3b. Divide the class into small groups. Give each group a different problem to solve. If possible, identify real problems that can be solved within several weeks. Ask each group to report their solutions to the class. Ask the rest of the class to evaluate how the group solved their problem.	Evaluation of group reports
3c. Assign students to complete the "Jeps and Lings" Activity (in Nelson, pp. 26-27). Discuss the activity using the questions from Nelson, pp. 24-25.	Evaluation of "Jeps and Lings" project
1. Hold a class discussion on decision making. Emphasize that decision making and problem solving are closely related, but that the decision making process can be used to make major decisions that have an inpact on the future.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Introduction to Decision Making (cont'd) 1. Description (cont'd) c. Decision making vs. problem solving - problem solving is a process used to guide someone to make decisions	
2. Types of decisions a. Small day-to-day choices 1) Examples - which coat to buy, what to have for dinner 2) Handling small decisions a) Be specific b) Set a time limit c) Make up you own mind d) Note what you learned about yourself and this decision b. Critical (major) 1) Characteristics a) Major inpact on future b) Impact on the lives of others c) Important to you d) Require time to reach decision 2) Examples a) Career decisions b) Marriage c) Taking a trip d) What school to go to e) Buying a car	2. Categorize decisions into the two general types. Miller; pp. 12-18

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. In a class discussion, have students identify decisions that they or their families have made during the past six months. Categorize each decision as being small or critical. Discuss the differences.	
2b. Have students list 5 types of small decisions and 5 critical decisions they think they will make in the next year. Compare their lists.	Evaluation of lists

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. Process for Critical Decision Making	
1. Becoming aware of your choices a. Determining what your choices are b. Determining who or what has control over your life	1. Analyze various choices for making a critical decision. Miller; pp. 23, 29-44 Parker; pp. 217-232 Willings; pp. 45-50 Thompson and Thomson; p. 99
2. Discovering the uniqueness of your situation a. Changing circumstances and attitudes of society b. Uncertainty c. Personal and social limitations d. Social and personal pressures e. Time pressure f. Determination of personal goals and values g. Development of goal statement for the decision	2. Identify factors that influence the making of a critical decision. Miller; pp. 23-24, 45-98 Moore; pp. 10-15
3. Finding the best alternatives a. Develop a complete list of alternatives b. Gather information to check on alternatives c. Develop selective list of alternatives	3. Select appropriate alternatives for making a decision. Miller; pp. 24-25, 99-124

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
F. Have each student practice use of the process for critical decision making. First have students identify a decision that they will need to make in the near future. ie., Getting a part-time job, or deciding to try out for athletics. Go through each of the following steps of the decision making process with the students. (See Expanded Activity F1-F6)	Evaluation of completed decision making worksheet Evaluation of oral reports
1. Using the worksheet in Expanded Activity F1-F6, have each student determine possible choices and factors that control the decisions.	
2. Have students complete the worksheet in Expanded Activity F1-F6, identifying factors that may influence their decision. Discuss the factors in class.	
3. Have students make a list of alternatives for the decision and write down relevant information, using the worksheet in Expanded Activity F1-F6.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Predicting and weighing the risks a. Determine possible results of each alternative b. What risks are involved? c. Is the risk worth taking?	4. Identify risks related to choosing a decision alternative. Miller; pp. 25, 125-144
5. Taking action a. Selecting best alternative b. Plan ahead for consequences	5. Practice taking action on decisions. Miller; pp. 25, 145-157
6. Being responsive to your choice a. Evaluate decision b. What mistakes were made? c. What new decisions could be made?	6. Critique decisions that have been made. Miller; pp. 25, 158-166

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4. Using the worksheet in Expanded Activity F1-F6, have students make a list of possible risks for each decision alternative. Rate each risk on a scale of 1 to 5, 1 = least risky choice, 5 = most risky choice.	
5. Using the worksheet in Expanded Activity F1-F6, have students choose one alternative and determine possible consequences of making that choice.	
6a. Have students complete the evaluation worksheet in Expanded Activity F1-F6, as soon as the decision has been implemented.	Evaluation of completion of decision making activity
6b. Hold a class discussion after completion of the decision making activity.	

Expanded Activity C1-C5

Problem Solving Case Study

Topic:

C. Five-step Problem Solving Model.

Student Competencies:

1. Given a problem, determine the relevant facts.
2. Practice brainstorming for possible solutions to problems.
3. Select possible solutions to problems.
4. Examine solution strategies for solving problems.
5. Evaluate the effectiveness of solutions to problems.

Overall Purpose of the Activity:

1. To provide students with experience in using the 5-step problem solving process.
2. To help students develop ethical reasoning skills.

Directions for conducting the Activity:

1. Review the case study on Melody's problem as a class.
2. Briefly review all the steps of the 5-step problem solving model with the class.
3. Ask students to individually complete the problem solving worksheet.

Suggestions for Evaluation

Teacher assessment of completed "Problem Solving Worksheet" and oral responses during group discussion.

Expanded Activity C1-C5

Case Study

Description:

Melody is a 16 year old junior in the health occupations program at Riverside High School. She is the oldest child in her family and has 5 younger brothers and sisters ages 2-12 years. Both of her parents work during the day and are actively involved in community organizations and professional meetings in the evenings and on weekends. Melody is trying to save money to go to college, so she works 20-30 hours a week at a local hospital. In addition, because her parents are so busy, Melody has to babysit for her brothers and sisters on her days off. Her parents do not want to get other babysitters because the younger children are already spending the entire day at a day care center and they believe that the children should be with their older sister. Lately Melody is feeling like she has no time for anything. She would like to join the journalism club and try out for the debate team. In addition, her friends are always telling her about the Friday night dance and how much fun they have. Melody is usually working or babysitting on those nights and never gets to attend the dance. One day while meeting with the school counselor, Melody breaks down and starts to cry, saying she is really having problems. How can Melody's problems be solved?

Expanded Activity C1-C5 (cont'd)

Problem Solving Worksheet

Directions: After reading the case study of Melody's problem, complete each section of the worksheet in order.

A. Understand the problem

1. How would you define Melody's problem?

2. List the facts about her problem.

B. Brainstorm for possible solutions. List all possible solutions to Melody's problem in colum I below.

	I Possible Solutions	II Possible Consequences
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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Expanded Activity C1-C5 (cont'd)

C. Choose a tentative solution strategy

1. In the space next to each solution (column II), write down possible consequences.
2. Decide on the best solution and circle that solution.
3. In one statement, write a brief plan of how Melody should carry out the circled solution.

D. Carry out the tentative solution strategy.

1. List the steps Melody should use to solve the problem. Make sure that they are in order.
2. Look at each step. List any areas where Melody can make costly mistakes.

E. Learn

1. Do you think Melody will have solved the problem using this strategy?
2. Do you think Melody made the wisest choice?
3. How do you feel about using this problem solving method? Could you have done what Melody did?

Expanded Activity F1-F6

Decision Making Activity

Topic:

F. Process for Critical Decision Making

Student Competencies:

1. Analyze various choices for making a critical decision.
2. Identify factors that influence making a critical decision.
3. Select appropriate alternatives for making a decision.
4. Identify risks related to choosing a decision alternative.
5. Practice taking actions on decisions.
6. Critique decisions that have been made.

Overall Purpose of the Activity

1. To help students practice the process of decision making.
2. To help students develop risk taking skills.

Directions for Conducting the Activity:

Have students identify one decision that they will need to make in the near future. Using the decision making worksheets, have students go through the decision making process. Have students present their progress to the class on a regular basis.

Evaluations:

Teacher assessment of completed decision making worksheet and student's ability to go through the process.

Expanded Activity F1-F6 (cont'd)

Decision Making Worksheet

Directions: Complete each section of the worksheet in order.

A. Becoming aware of your choices

1. What is the decision that you need to make?

2. What are your choices?

3. Is anyone controlling your choices? Who?

B. Uniqueness of your situation

1. What issues are affecting your decision?

2. Do you feel certain about making this decision?

3. What limitations are there? (eg. not enough money)

4. What time factors are there?

5. What are your personal goals related to this decision?

6. Write a goal statement concerning this decision.

Expanded Activity F1-F6 (cont'd)

C. Finding the Best Alternative for You.

1. List all possible alternatives.

2. Next to each alternative list some of the facts.

3. Pick out at least 3 of the best alternatives.

D. Predicting and weighing the risks.

1. List each selected decision alternative.

   ____

   ____

   ____

2. Next to each alternative, list possible outcomes or results.

3. Rate the risk of each alternative on a scale of 1-5.
   (1 = low risk, 3 = medium risk, 5 = high risk)

E. Taking action

1. Choose an alternative. Write down which alternative you have chosen.

2. Does this alternative support your goals?

3. Are there any uncertainties in this altermative?

4. What are some possible consequences.

Expanded Activity F1-F6 (cont'd)

F. Being responsive to your choice. Evaluation of the decision

1. How do you feel about making this choice?

2. Did you make any mistakes? What were they?

3. What would you do differently in the future?

4. What new decisions can now be made?

5. How do you feel about this decision making process?

6. Do you think it will be easier next time?

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UNIT VIII

HEALTH CAREER INFORMATION

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OVERVIEW OF CONTENT

Technological advances in our society have led to an unrelenting expansion of our health care system. With the outward expansion and improvements come the need for greater numbers of health care workers. The number of employed health care workers continues to increase.

Educational opportunities for those interested in the health care system are readily available. Most of today's health careers require a formal education. Opportunities for an education exist in health care institutions, vocational training centers, community/junior colleges, and state or private universities. Some entry-level jobs only require a brief period of on-the-job training.

An individual's selection of a career that is right is not easy and takes a considerable amount of energy in matching one's own interests, values, and abilities to a specific career. Students should be encouraged to set several goals as they pursue their interests in the health care system.

Establishing a list of questions may assist your students in gaining insight into each interest area. Sample questions asked may include: Will I be working with my hands? Am I able to interact with others? Do I enjoy writing? Can I use my mathematical and science skills? Additionally, answers should be obtained for the questions concerning job security, salary, time away from work and the hours required, life syle, and job site location. The teaching of health careers should be a process of providing information, questions, and answers that enable each individual to choose what is best for him or her.

This unit on health careers separates groups of careers into categories for ease of understanding. The categories include a list of the traits, advantages, risks, and educational requirements for each career. The selection of careers included in each category are not all-inclusive but do give a general indication of the types of careers available.

Job-seeking can be a frustrating and frightening experience, especially if the job-seeker doesn't know the steps in finding and landing a job. Students should have practice in finding jobs, writing resumes, completing application forms, and participating in interviews to make the experience less threatening.

Students should be encouraged to seek out additional information on those careers listed as well as others brought to their attention. Career titles, traits, advantages, risks and educational requirements vary based on the institution and its geographical location. Again, students should be urged to be as specific as possible in their search for career information.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Major Categories in the Health Career Industry	
1. Laboratory services 2. Dental services 3. Rehabilitation services 4. Nursing services 5. Ophthalmic/optometric services 6. Diagnostic and treatment services 7. Miscellaneous allied health services	A. List the major health career categories. Alperin; pp. 139-163 Badasch; pp. 38-41 Boyles; p. 203 Dawson-Saunders; pp. B1-B6 Nassif; pp. 103-114 Occupational outlook handbook; pp. 183-185 (See the following units: Introduction to Health Care, Body Systems, Medical Terminology)
B. Laboratory services	
1. Health careers a. Medical Laboratory Assistant b. Medical Laboratory Technician c. Medical Laboratory Technologist d. Histologic Technician e. Cytotechnologist f. Histotechnologist g. Blood Bank Technology Specialist h. Phlebotomist	1. Identify the specific careers associated with the laboratory services. Alperin; pp. 139-163 Badasch; pp. 38-41 Boyles; p. 203 Dawson-Saunders; pp. B1-B6 Nassif; pp. 103-114 Occupational outlook handbook; pp. 183-185 (See the following units: Introduction to Health Care, Microorganisms, Medical Terminology)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
A1. Begin the unit by having students establish a notebook that allows plenty of room for each.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness. Inquiry - questions asked during class discussion
1a. Have students list each career in a notebook that allows enough room for more information to be added.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questions asked during class discussion
1b. Ask students to research, and contribute as a class, careers found within the laboratory services category. (May have them interview practitioners to accomplish this.)	
1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Laboratory services (cont'd)	
2. Traits a. The dexterity to work with hands and manipulate small objects b. The ability to work with others under direct supervision c. To be able to follow and adhere to precise standards d. The understanding to work directly with patients e. Have a desire to work and perform technical, scientific procedures f. The capability of making judgements in evaluating test results g. The knowledge to apply math skills	2. Apply traits generally related to the careers given. Alperin; pp. 139-163 Badasch; pp. 38-41 Boyles; p. 203 Dawson-Saunders; pp. B1-B6 Nassif; pp. 103-114 Occupational outlook handbook; pp. 183-185 (See the following units: Professional Appearance and Behavior, Problem Solving, Communication, Interpersonal Relationships)
3. Advantages and risks a. Able to do hands-on work b. Work is indoors c. Must reach, lift and carry equipment d. Exposure to unpleasant sights, odors and harmful organisms possible e. Work involves lots of walking and standing f. Exposure to harmful microorganisms and substances g. On-call and late shifts	3. List the most important factors considered as advantages and risks for the laboratory services. Alperin; pp. 139-163 Badasch; pp. 38-41 Boyles; p. 203 Dawson-Saunders; pp. B1-B6 Nassif; pp. 103-114 Occupational outlook handbook; pp. 183-185 (See the following units: Problem Solving, Safety)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate their ability to perform these traits. Have them enter the ratings in their notebooks.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain. 3b. Hold a group decision-making exercise. Have the students rate and rank the advantages and risks according to their own liking.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion Decision-making - assess on participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Laboratory services (cont'd)	
4. Educational requirements a. Medical Laboratory Assistant: On-the-job or vocational training, typically at the secondary level b. Medical Laboratory Technican: One to two years of training followed by a certification exam c. Medical Laboratory Technologist: Four years of training followed by credentialing d. Histologic Technician: One year of training e. Cytotechnologist: Science background with one year education followed by a certification exam f. Histotechnologist: Four years education g. Blood Bank Technology Specialist: Background experience in Medical Technology followed by one Year of additional training h. Phlebotomist: Less than one year to two years training	4. Compare the specific educational requirements associated with each career listed. Alperin; pp. 139-163 Badasch; pp. 38-41 Boyles; p. 203 Dawson-Saunders; pp. B1-B6 Nassif; pp. 103-114 Occupational outlook handbook; pp. 183-185
C. Dental services	
1. Health careers a. Dental Hygienist b. Dental Assistant c. Dental Laboratory Technician	1. Identify the specific careers associated with the dental services. Alperin; pp. 21-22, 36-37, 47 Badasch; pp. 33-34 Boyles; pp. 156-171 Dawson-Saunders; pp. C1-C3 Nassif; pp. 118-124 Occupational outlook handbook; pp. 186-187 (See the following units: Body Systems, Introduction to Health Care, Medical Terminology)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Have professionals from these health careers speak to the class. Discuss the traits, advantages, risks, and educational requirements of their job.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	
1a. Have students list each career in a notebook that allows enough room for more information to be added.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questions asked during class discussion
1b. Ask students to research, and contribute to the class, careers found within the dental services category.	
1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Dental services (cont'd)	
2. Traits a. Must enjoy working with people b. Be able to relate to and educate patients c. Be patient and compassionate d. Have the desire to perform technical and investigative work e. The ability to follow guidelines and schedules f. Willing to work under direct supervision g. Have good motor coordination h. Accepting of high levels of responsibility (hygienist) i. Capability to work well with hands and technical equipment (technician)	2. Apply traits generally related to the careers given. Alperin; pp. 21-22, 36-37, 47 Badasch; pp. 33-34 Boyles; pp. 156-171 Dawson-Saunders; pp. C1-C3 Nassif; pp. 118-124 Occupational outlook handbook; pp. 186-187 (See the following units: Professional Appearance and Behavior, Communication, Interpersonal Relationships)
3. Advantages and risks a. Open to people with physical limitations (technician) b. patient contact time high (hygienist, assistant) c. Minimal patient contact (technician) d. Work highly structured e. Work is indoors f. Close working environment g. Possible exposure to harmful microorganisms	3. List the most important factors considered as advantages and risks for the dental services. Alperin; pp. 21-22, 36-37, 47 Badasch; pp. 33-34 Boyles; pp. 156-171 Dawson-Saunders; pp. C1-C3 Nassif; pp. 118-124 Occupational outlook handbook; pp. 186-187 (See the following units: Problem-Solving, Safety, Microorganisms)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate their ability to perform these traits. Have them enter the ratings in their notebook.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain. 3b. Hold a group decision-making exercise. Have the students rate and rank the advantages and risks according to their own liking.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion Decision-making - assess on participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Dental services (cont'd)	
4. Educational requirements a. Dental Hygienist: Two to four years of education b. Dental Assistant: On-the-job, correspondence, one to two years of training c. Dental laboratory Technician: On-the-job, one to two years training	4. Compare the specific educational requirements associated with each career listed. Alperin; pp. 21-22, 36-37, 47 Badasch; pp. 33-34 Boyles; pp. 156-171 Dawson-Saunders; pp. C1-C3 Nassif; pp. 118-124 Occupational outlook handbook; pp. 186-187
D. Rehabilitation services	
1. Health careers a. Corrective Therapist b. Manual Arts Therapist c. Music Therapist d. Occupational Therapist e. Occupational Therapy Assistant f. Orthotist/Prosthetic Practitioner g. Orthotist/Prosthetic Assistant h. Physical Therapist i. Physical Therapy Assistant j. Recreational Therapist k. Recreational Therapy Aide l. Rehabilitation Aide	1. Identify the specific careers associated with the rehabilitation services. Alperin; pp. 127-173, 195-219 Badasch; pp. 24-27 Boyles; pp. 215-234 Dawson-Saunders; pp. K1-K8 Nassif; pp. 182-184, 198-203, 208-211 Occupational outlook handbook; pp. 160-162, 166-168, 171-174 (See the following units: Body Systems, Introduction to Health Care, Medical Terminology)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Have the students interview professionals in dental services. Have them ask the professionals about the traits, advantages, risks, and educational requirements of their job. Discuss the interviews in class.	Interview - assess on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	
1a. Have students list each career in a notebook that allows enough room for more information to be added.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy & completeness. Inquiry - questions asked during class discussion
1b. Ask students to research, and contribute to the class, careers found within the rehabilitation services.	
1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Rehabilitation services (cont'd)	
2. Traits a. Ability to give oral and written orders b. Have good communication skills c. Be well coordinated with good dexterity d. Be interested in working and caring for others e. Enjoy creative and investigative activities f. Understand medical terminology g. Capability of motivating others h. Willing to accept responsibility	2. Apply traits generally related to the careers given. Alperin; pp. 127-173, 195-219 Badasch; pp. 24-27 Boyles; pp. 215-234 Dawson-Saunders; pp. K1-K8 Nassif; pp. 182-184, 198-203, 208-211 Occupational outlook handbook; pp. 160-162, 166-168, 171-174 (See the following units: Communication, Interpersonal Relationships, Professional Appearance and Behavior)
3. Advantages and risks a. Working closely with others b. Clean environment c. Work is usually indoors d. Physically demanding e. Emotionally demanding	3. List the most important factors considered as advantages and risks for the rehabilitation services. Alperin; pp. 127-173, 195-219 Badasch; pp. 24-27 Boyles; pp. 215-234 Dawson-Saunders; pp. K1-K8 Nassif; pp. 182-184, 198-203, 208-211 Occupational outlook handbook; pp. 160-162, 166-168, 171-174 (See the following units: Problem-Solving, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate themselves for possession of these traits. Have them enter their ratings in their notebooks. their notebook.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain. 3b. Hold a group decision-making exercise. Have the students rate and rank the advantages and risks according to their own liking.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion Decision-making - assess on participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Rehabilitation services (cont'd)	
4. Educational requirements a. Corrective Therapist: Four years of education plus clinical experience b. Manual Arts Therapist: Four years of education plus clinical experience c. Music Therapist: On-the-job training through four years of education d. Occupational Therapist: Four years of education plus clinical experience e. Occupational Therapy Assistant: Two years of training f. Orthotist/Prosthetic Practitioner: Four years of education g. Orthotist/Prosthetic Assistant: On-the-job training plus a certification exam or completion of formal training program h. Physical Therapist: Four years of education plus clinical experience i. Physical Therapy Assistant: Two years of training j. Recreational Therapist: four years of education plus clinical experience k. Recreational Therapy Aide: Two years of training l. Rehabilitation Aide: On-the-job training and short term certificate programs	4. Compare the specific educational requirements associated with each career listed. Alperin; pp. 127-173, 195-219 Badasch; pp. 24-27 Boyles; pp. 215-234 Dawson-Saunders: pp. K1-K8 Nassif; pp. 182-184, 198-203, 208-211 Occupational outlook handbook: pp. 160-162, 166-168, 171-174

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Have professionals from these health careers speak to the class. Discuss the traits, advantages, risks, and educational requirements of their job.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Nursing services	
1. Health careers a. Nurse Aide/Orderly b. Pediatric Aide c. Home Health Aide d. Obstetrical Technician e. Mental Health/Human Services Technician f. Surgical Technologist (Operating Room Technician) g. Geriatric Care Worker h. Licensed Practical Nurse (LPN) or Licenced Vocational Nurse (LVN) i. Registered Nurse (RN) j. Operating Room Nurse k. Clinical Nurse Specialist l. Director of Nursing	1. Identify the specific careers associated with the nursing services. Badasch; pp. 34-38 Boyles; pp. 271-274 Dawson-Saunders; pp. J1-J6, I1-I3 Occupational outlook handbook: pp. 174-177, 196-198, 204-206 (See the following units: Introduction to Health Care, Medical Terminology)
2. Traits a. Good communication skills b. Willingness to accept responsibility c. Knowledge to understand and carry out both oral and written orders d. Adequate manual dexterity e. High motivation in working with and caring for others f. The ability to interpret medical terminology (LPN, RN, Obstetrical Tech, OR RN and OR Tech) g. Good record keeping skills h. Talent to do a variety of skills i. Be able to supervise others (RN, Director of Nursing) j. Aptitude to understand, interpret and apply medical concepts (RN, Director of Nursing)	2. Apply traits generally related to the careers given. Badasch; pp. 34-38 Boyles; pp. 271-274 Dawson-Saunders; pp. J1-J6, I1-I3 Occupational outlook handbook: pp. 174-177, 196-198, 204-206 (See the following units: Communication, Interpersonal Relationships, Leadership, Professional Appearance and Behavior)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students list each career in a notebook that allows enough room for more information to be added. 1b. Ask students to research, and contribute to the class, careers found within the nursing services. 1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questions asked during class discussion
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate themselves for possession of these traits. Have them enter their ratings in their notebooks.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Nursing services (cont'd)	
3. Advantages and risks a. Close contact with patients, families, co-workers b. Gratifying work; able to see results c. Work is indoors d. May be physically and emotionally demanding e. Most involve considerable walking and standing f. Possible exposure to harmful microorganisms g. Exposure to unpleasant sights and odors h. May be required to work all shifts and on-call	3. List the most important factors considered as advantages and risks for the nursing services. Badasch; pp. 34-38 Boyles; pp. 271-274 Dawson-Saunders; pp. J1-J6, I1-I3 Occupational outlook handbook; pp. 174-177, 196-198, 204-206 (See the following units: Problem Solving, Safety, Interpersonal Relationships)
4. Educational requirements a. Nurse Aide/Orderly: On-the-job or possible vocational training in an approved course with the Illinois Public Health Department for 6-8 weeks b. Pediatric Aide: On-the-job training c. Home Health Aide: On-the-job or possible vocational training in an approved course with the Illinois Public Health Department for 6-8 weeks d. Obstetrical Technician: On-the-job, possibly some nursing training e. Mental Health/Human Services Technician: one to two years of specialized training f. Surgical Technologist Operating Room Technician: One to two years followed by certification g. Geriatric Care Worker: Training ranges from on-the-job training through four years or more of education	4. Compare the specific educational requirements associated with each career listed. Badasch; pp. 34-38 Boyles; pp. 271-274 Dawson-Saunders; pp. J1-J6, I1-I3 Occupation outlook handbook; pp. 174-177, 196-198, 204-206 (See the following units: Problem Solving, Safety, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion Decision-making - assess on participation
3b. Have the students get into pairs. Have them help each other go through the decision-making process to see which career in this category is most to their liking.	
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Have students interview professionals in nursing services. Have them ask the professionals about the traits, advantages, risks, and educational requirements of their their jobs. Discuss the interviews in class.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Nursing services (cont'd)	
4. Educational requirements (cont'd) h. Licensed Practical Nurse: One year followed by licensure i. Registered Nurse: Two to four years or more of education with experience j. Operating Room Nurse: Same as other RN's k. Clinical Nurse Specialist: Four years of education for a bachelor's degree in nursing (BSN) and then a master's degree in nursing (MSN) l. Director of Nursing: Typically four years or more of education with experience	
F. Ophthalmic and optometric services	
1. Health careers a. Ophthalmic/Optometric Medical Assistant b. Ophthalmic/Optometric Technician c. Ophthalmic/Optometric Technologist d. Optician e. Orthoptist f. Ophthalmic Nurse	1. Identify the specific careers associated with the ophthalmic and optometric services. Alperin; pp. 279-291 Boyles; pp. 317-321, 323-324 Dawson-Saunders; pp. L-5 Kacen; pp. 49-59 Nassif; pp. 280-290 Occupational outlook handbook; pp. 187-189 (See the following units: Introduction to Health Care, Medical Terminology, Body Systems)
2. Traits a. An interest in working with others b. Able to keep good records c. Willingness to follow set procedures and standards d. Good manual dexterity	2. Apply traits generally related to the careers given. Alperin; pp. 279-291 Boyles; pp. 317-321, 323-324 Dawson-Saunders; pp. L-5 Kacen; pp. 49-59 Nassif; pp. 280-290

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students list each career in a notebook that allows enough room for more information to be added. 1b. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questioning during class discussion
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate.	Written tests true/false short answer multiple choice matching Oral tests

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Traits (cont'd)	
e. Ability to communicate well with patients f. Desire to supervise (Technologist) g. Aptitude to perform highly technical skills (Assistant, Technician, Dispenser)	Occupational outlook handbook; pp. 187-189 (See the following units: Communication, Leadership, Interpersonal Relationships, Professional Appearance and Behavior)
3. Advantages and risks a. Work is indoors b. Office, clinic type environment c. Day-time work hours d. Work with eye of patient e. Could work in surgery	3. List the most important factors considered as advantages and risks for the opthalmic and optometric services. Alperin; pp. 279-291 Boyles; pp. 317-321, 323-324 Dawson-Saunders; pp. L-5 Kacen; pp. 49-59 Nassif; pp. 280-290 Occupational outlook handbook; pp. 187-189 (See the following unit: Problem-Solving)
4. Educational requirements a. Ophthalmic/Optometric Medical Assistant: On-the-job training in conjunction with home study or one year of education b. Ophthalmic/Optometric Technician: Up to two years of education or on-the-job training equivalent c. Ophthalmic/Optometric Technologist: Four years of eduation or on-the-job training equivalent with formal training d. Optician: One to two years of education, usually in conjunction with an apprenticeship	4. Compare the specific educational requirements associated with each career listed. Alperin; pp. 279-291 Boyles; pp. 317-321, 323-324 Dawson-Saunders; pp. L-5 Kacen; pp. 49-59 Nassif; pp. 280-290 Occupational outlook handbook; pp. 187-189

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2b. Discuss each trait and its relevance to each career. Ask students to rate themselves for possession of these traits. Have them enter their ratings in their notebooks.	Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain.	Written tests short answer multiple choice Oral tests
3b. Have the students get into pairs. Have them help each other go through the decision-making process to see which career in this category is most to their liking.	Inquiry - questions asked during class discussion Decision-making - assess on participation
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Have a professional from this category speak to the class. Discuss the traits, advantages, risks, and educational requirements of their job.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Educational requirements (cont'd) e. Orthoptist: Two years of related experience followed by two years of an apprenticeship f. Ophthalmic Nurse: RN degree plus special training in surgical technique	
G. Diagnostic and treatment service	
1. Health careers a. Physician Specialists b. Physicians Assistant (PA) c. Cardiology Technician d. Cardiopulmonary Technician e. Cardiovascular Perfusionist f. Dialysis Technician g. Respiratory Therapy Technician h. Respiratory Therapist (RT) i. Diagnostic Medical Technologist j. Radiologic Assistant k. Radiologic Technologist l. Nuclear Medicine Technician m. Ultra sonographer n. Computerized Tomographer o. Radiologic Therapy Technologist (Radiation Therapist) p. Magnetic Resonance Imager q. Emergency Medical Technician/ Ambulance (EMT/A) r. Emergency Medical Technician/ Paramedic (EMT/P) s. Electroencephalograph Technician (EEG) t. Electroencephalograph Technologist (EEG) u. Electrocardiograph Technician (EKG)	1. Identify the specific careers associated with the diagnostic and treatment services. Alperin; pp. 51-52, 69-74, 75-77 178, 233-235, 246-247 Badasch; pp. 21-22 Boyles; pp. 279-281, 286, 293-295, 301-307, 336-337 Dawson-Saunders; pp. H8-H9, L7 Kacen; pp. 35-39 Occupational outlook handbook; pp. 168-171, 177-179, 189-191, 191-193, 200-204 (See the following units: Introduction to Health Care, Medical Terminlogy, Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students list each career in a notebook that allows enough room for more information to be added. 1b. Ask students to research, and contribute to the class, careers found within the diagnostic and treatment services. 1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questions asked during class discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
G. Diagnostic and treatment services (cont'd)	
2. Traits a. Good coordination and manual dexterity b. Adequate clerical skills c. Interest in technical and investigative work d. Ability to function in stressful situations e. Able to perform and follow set procedures and rules f. Desire to work with and help others g. Willingness to accept responsibility h. Good communication skills i. Ability to supervise and instruct j. Highly motivated (PA, Radiologic Therapy Technologist) k. Highly supportive and emotionally strong (Radiological Therapy Technologist)	2. Apply traits generally related to the careers given. Alperin; pp. 51-52, 69-74, 75-77 178, 233-235, 246-247 Badasch; pp. 21-22 Boyles; pp. 279-281, 286, 293-295, 301-307, 336-337 Dawson-Saunders; pp. H8-H9, L7 Kacen; pp. 35-39 Occupational outlook handbook: pp. 168-171, 177-179, 189-191, 191-193, 200-204 (See the following units: Communication, Leadership, Interpersonal Relationships, Professional Appearance and Behavior)
3. Advantages and risks a. Gratifying as results sometimes observable b. Close contact with patients and families typical c. Involves considerable walking and standing d. Work usually indoors (EMT's work in ambulances) e. Physically demanding at times f. Possible exposure to harmful microorganisms	3. List the most important factors considered as advantages and risks for the diagnostic and treatment services. Alperin; pp. 51-52, 69-74, 75-77 178, 233-235, 246-247 Badasch; pp. 21-22 Boyles; pp. 279-281, 286, 293-295, 301-307, 336-337 Dawson-Saunders; pp. H8-H9, L7 Kacen; pp. 35-39 Occupational outlook handbook; pp. 168-171, 177-179, 189-191, 191-193, 200-204

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate themselves for possession of these traits. Have them enter their ratings in their notebooks.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain. 3b. Have the students get into pairs. Have them help each other go through the decision-making process to see which career in this category is most to their liking.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion Decision-making - assess on participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Advantages and Risks (cont'd)	
g. Possible exposure to harmful situations like flammable gases, radioactive materials, hazardous environments, and dangerous chemicals (EMT's Respiratory Therapists, Nuclear Medical Technicians, Biomedical Engineering Technicians)	(See the following units: Problem Solving, Safety, Communication, Interpersonal Relationships)
4. Educational Requirements	4. Compare the specific educational requirements associated with each career listed.
a. Physician Specialists: Six or more years of education depending on the speciality	Alperin; pp. 51-52, 69-74, 75-77 178, 233-235, 246-247 Badasch; pp. 21-22 Boyles; pp. 279-281, 286, 293-295, 301-307, 336-337 Dawson-Saunders; pp. H8-H9, L7 Kacen; pp. 35-39 Occupational outlook handbook: pp. 168-171, 177-179, 189-191, 191-193, 200-204
b. Physicians Assistant (PA): Typically two years of education following experience or a four-year degree in a health field	
c. Cardiology Technician: On-the-job training through one to two years of education	
d. Cardiopulmonary Technician: On-the-job training or varying lengths of training programs	
e. Cardiovascular Perfusionist: Experience in a health career followed by one to two years of education	
f. Dialysis Technician: On-the-job training in conjunction with experience or two years of training	
g. Respiratory Therapy Technician: One year plus certification	
h. Respiratory Therapist (RT): Two years plus certification	
i. Diagnostic Medical Technician: From one to four years of education	
j. Radiologic Assistant: On-the-job training	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	Written tests short answer multiple choice Oral tests Inquiry - questions asked during class discussion
1-4a. Take the class on a tour of a hospital. Have several professionals from this category discuss the duties, traits, advantages, risks, and educational requirements of their job. Discuss as a class.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. Have students begin thinking of interesting careers that they would like to observe. Observation should take place during the course with a final paper or project due at the end.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Educational requirements (cont'd) k. Radiologic Technologist: Two years to four years plus certification l. Nuclear Medicine Technician: One to two years of education followed by certification m. Ultra sonographer: One to two years of education followed by certification n. Computerized Tomographer: One to two years of education followed by certification o. Radiation Therapy Technologist: Two to four years of education p. Magnetic Resonance Imager: One to two years of education followed by certification q. Emergency Medical Technician/ Ambulance (EMT/A): Three to six months of training following by certification r. Emergency Medical Technician/ Paramedic (EMT/P): Typically six months to a year of training plus certification s. Electroencephalograph Technician (EEG): Usually six months of training t. Electroencephalograph Technologist (EEG): One to two years of education u. Electrocardiograph Technician (EKG): One-the-job training v. Biomedical Engineer Technician: Two years of education w. Multi-Competency Technician: Usually only two years, few programs available	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
H. Miscellaneous allied health services	
1. Health careers	1. Identify the specific careers associated with the allied health services.
a. General services 1) Admitting Clerk 2) Medical Records Clerk 3) Medical Records Technician 4) Ward Clerk (Unit Secretary) 5) Medical Transcriptionist 6) Medical Librarian 7) Medical Photographer 8) Medical Illustrator 9) Medical Records Administrator	Alperin; pp. 129-130, 133-134, 138 297-298 Badasch; pp. 48-52 Occupational outlook handbook; pp. 198-200 (See the following units: Introduction to Health cCre, Medical Terminology, Body Systems)
b. Pharmacy services 1) Pharmacist 2) Pharmacy Technician	
c. Nutritional care services 1) Dietician 2) Dietetic Technician	
2. Traits	2. Apply traits generally related to the careers given.
a. General service 1) Good verbal communication skills 2) Ability to evaluate information 3) Interest in working with others 4) Desire to perform repetitive tasks 5) An understanding of medical terminology 6) Ability to supervise others (Medical Records Administrator) 7) Capable of assuming responsibility and maintaining confidentiality	Alperin; pp. 129-130, 133-134, 138 297-298 Badasch; pp. 48-52 Occupational outlook handbook; pp. 198-200 (See the following units: Communication, Leadership, Interpersonal Relationships, Professional Appearance and Behavior)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students list each career in a notebook that allows enough room for more information to be added. 1b. Ask students to research, and contribute to the class, careers found within the miscellaneous allied health services. 1c. Use skill games and tests such as spelling bees and matching exercises to promote proper spelling and pronunciation.	Written tests short answer multiple choice Oral tests Notebook review - assess on accuracy and completeness Inquiry - questions asked during class discussion
2a. Ask students to add to their notebooks the traits listed and others they believe are appropriate. 2b. Discuss each trait and its relevance to each career. Ask students to rate themselves for possession of these traits. Have them enter their ratings in their notebooks.	Written tests true/false short answer multiple choice matching Oral tests Notebook review - grade on accuracy and completeness Inquiry - questions asked during class discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Traits (cont'd) b. Pharmacy services 1) Strong math and metric knowledge 2) Good record keeping ability 3) Willing to perform precise, repetitive tasks 4) Ability to work under supervision (Pharmacy Technician) 5) Have adequate communication skills c. Nutritional care services 1) Willing to perform repetitious tasks set to specific standards 2) Interest in working with things and people 3) Good coordination	
3. Advantages and risks a. General services 1) Work may involve computer usage 2) Clean indoor environment 3) May be seated for long periods of time 4) May involve working weekends 5) Sights and smells may be unpleasant (Medical Illustrator and Medical Photographer) b. Pharmacy services 1) Work is in a clean, indoor environment 2) Could involve use of computers and math 3) May involve working with others 4) Shift work may be required	3. List the most important factors considered as advantages and risks for the allied health services. Alperin; pp. 129-130, 133-134, 138, 297-298 Badasch; pp. 48-52 Occupational outlook handbook; pp. 198-200 (See the following units: Problem-Solving, Safety, Communication,

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Discuss the advantages and risks listed, brainstorm and research others that might pertain.	Written tests short answer multiple choice Oral tests
3b. Have the students go through the decision-making process rating and ranking the advantages and risks to see which career in this category is most to their liking.	Inquiry - questions asked during class discussion Decision-making - assess on participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Advantages and risks (cont'd) c. Nutritional care services 1) Work is typically in a cafeteria/kitchen like environment 2) Work may involve lots of walking, standing and possibly lifting 3) Work area may be warm	
4. Educational Requirements a. General services 1) Admitting Clerk: On-the-job training or completion of short training program 2) Medical Record Clerk: On-the-job training or completion of short training program 3) Medical Record Technician: On-the-job training or completion of an educational program for two years 4) Ward Clerk (Unit Secretary): On-the-job training or completion of an educational program 5) Medical Transcriptionist: On-the-job training or completion of short training program 6) Medical Librarian: Usually four years of education followed by experience 7) Medical Photographer: Usually four years of photography education followed by experience 8) Medical Illustrator: Usually four years of art education followed by experience 9) Medical Record Administrator: Four years of education	4. Compare the specific educational requirements associated with each career listed. Alperin; pp. 1-2, 55-57, 61-62 129-130, 133-134, 138, 297-298 Badasch; pp. 23-24, 28-29, 48-52 Dawson-Saunders; pp. L6 & L8 Occupational outlook handbook; pp. 198-200

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have the students research the educational requirements of each career listed in this category. (May have students interview practitioners for this.)	Written tests short answer multiple choice Inquiry - questioning during class discussion Research project - assess on accuracy and completeness
4b. Discuss why some careers require more education than others. Encourage students to review the traits, advantages, and risks when applying this information.	
1-4a. Take the class on a tour of a hospital. Have several professionals from this category discuss the duties, traits, advantages, risks, and educational requirements of their job. Discuss as a class.	Observation paper/project - evaluate on completeness and participation Inquiry - questioning during class discussion
1-4b. As a final project, students should be asked to write a report about the careers they've learned about and were able to observe.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Educational requirements (cont'd) b. Pharmacy services 1) Pharmicist: Five years of education followed by licensing 2) Pharmacy Technician: On-the-job training through one year of training (few programs available) c. Nutritional care services 1) Dietician: Four years of education followed by a six to twelve month internship 2) Dietetic Technician: Two years of education	
I. Choosing a Career	
1. Sources of information a. Career centers b. Counselors c. Business firms d. Educational institutions e. Employment agencies f. Guidance offices g. Labor unions h. Libraries i. Personal contacts j. Professional societies and organizations k. Trade associations	1. Compare the use and abilities of available sources of health career information. Dawson-Saunders; pp. A-1 Occupational outlook handbook; pp. 7-8 (See the following units: Introduction to Health Care, Study Skills)
2. Assessment methods a. Predictive testing b. Discrimination testing c. Monitoring tests d. Evaluation testing	2. Compare the variety of types of assessment and their uses in identifying individual characteristics and talents. Herr; pp. 329-351

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss the availability of each source with your students. 1b. After the students have selected a few interesting careers, have them seek information through several of the listed sources. 1c. Ask your school's guidance counselor to speak to the class about finding a career and the sources available to them.	Written tests short answer multiple choice Information seeking project - evaluate on completeness and accuracy Inquiry - questioning during class discussion
2a. Discuss Assessment Methods, relating each to tests your students have already taken.	Written tests short answer multiple-choice matching Inquiry - questioning during class discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
I. Choosing a Career (cont'd)	
3. Assessment tests	3. Examine examples of assessment tests, their similarities and differences.
a. Predictive (Aptitude): 1) Differential Aptitude Tests (DAT) 2) General Aptitude Test Battery (GATB)	Herr; pp. 329-351
b. Discrimination (Interest Measurement): 1) Kuder Occupational Interest Survey (OIS) 2) Strong-Cambell Interest Inventory (SCII)	
c. Monitoring (Career Planning, Work Values, Maturity): 1) ACT Assessment of Career Development 2) Work Values Inventory (WVI) 3) Career Development Inventory (CDI)	
d. Evaluation	
J. Job Seeking Skills	
1. Where to find available jobs	1. Identify selected locations of possible job postings and their relevance to the careers chosen.
a. Career consultants b. Civil service announcements c. Classified advertisements d. College placement services e. Community centers f. Employment agencies g. Labor unions h. Libraries i. Professional institutions j. School placement services k. State public employment service office l. Youth programs	Badasch; p. 220-221 Dawson-Saunders; pp. A-1 Figler; pp. 107-159 Gootnick; pp. 7-20 Rosdahl; p. 905 Occupational outlook handbook; p. 10 (See the following unit: Communication)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have students take two or three of the tests listed. Have a discussion about the similarities and differences. 2-3a. Ask your school's guidance counselor to discuss assessment methods and tests used in determining job potential for students.	Written tests short answer multiple choice matching Assessment tests - assess on participation Inquiry - questioning during class discussion
1a. Have students pick five locations, then visit, call or write to investigate job openings in their area of interest. 1b. As a class, make a chart illustrating what jobs are available and where. Additional facts that could be included are the hours, salary, and job description. 1c. Ask your school's guidance counselor to speak to the class regarding these locations and which might be best choices for your students. Show him/her your job chart for suggestions.	Written tests multiple choice short answer Rosdahl (workbook); pp. 273-274 Richardson (testing program); pp. 146 Project - evaluate the job investigation project on completeness and success in finding job openings Scrapbook - assess on completeness and relevence to the career of interest

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. Job Seeking Skills (cont'd)	
2. Writing a letter of application a. Correct form 1) Typewritten 2) Good quality paper 3) Correct spelling and punctuation 4) Addressed to correct individual 5) Include your address 6) Approximately three to four paragraphs long 7) Signed (Check references for layout and format) b. Content 1) Purpose for writing 2) Interest in position 3) Person who referred you to the job 4) Why you are qualified 5) Why you want to work there 6) Explain important parts of the resume 7) How you can be contacted for an interview 8) Thank them for considering your application	2. Using correct form for business letters, write a letter of application for a job in health care. Simmers; pp. 422-423, 427 Simmers (workbook); pp. 396-399 Rosdahl; p. 905 Rosdahl (workbook); pp. 273-274 Badasch; pp. 221-222 Badasch (workbook); pp. 148-149 Gootnick; pp. 91-105 Figler; pp. 206-217 Faux; pp. 150-166 (See the following units: Communication, Study Skills)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1d. Have the students keep a scrapbook of newspaper classified ads for three weeks about a career of interest to them.	
2a. Have the students complete exercises in one or more of the workbooks listed in the references.	Written tests Multiple choice short answer letter writing
2b. Have the students write a letter of application for one of the jobs they found on their job investigation project on in their scrapbook. Discuss their letters in class.	Richardson (testing program); Letter - grade on neatness, accuracy, completeness, and impact

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. Job Seeking Skills (cont'd)	
3. Writing a resume a. Personal identification b. Personal data c. Employment objective d. Educational background e. Work history f. Other activities g. References	3. Write an effective resume, including all seven suggested items. Simmers; pp. 422-427 Simmers (workbook); pp. 396-399 Rosdahl; p. 905 Rosdahl (workbook); pp. 273-274 Badasch; pp. 222 Badasch (workbook); pp. 148-149 Gootnick; pp. 21-82, App. A Reed; pp. 1-14, 21-185 Corwen; pp. 7-107 Faux; pp. 1-134, 141-149, 167-173 Bostwick (See the following units: Communication, Study Skills, Leadership)
4. Completing a job application form a. Proper ways to complete an application 1) Use a pen or typewriter 2) Read the application all the way through before starting to complete 3) Print or type unless told otherwise 4) Spell accurately 5) Answer every question; if the question does not apply to you write in N/A (not applicable) - do not leave a question blank 6) Recheck for errors	4. Complete a job application form for a prospective job in health care. Simmers; pp. 427-429 Simmers (workbook); pp. 401-404 Rosdahl; p. 905 Rosdahl (workbook); pp. 273-274 Badasch; pp. 222-223 Badasch (workbook); pp. 148-149 (See the following units: Communication, Study skills)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have students complete exercises in the workbooks listed in the references.	Written tests short answer written resume
3b. Hold a discussion about resumes. Discuss suggested items and the idea information to be listed under each item. Discuss the most effective layout and format for a resume.	Richardson (test program); p. 146 Inquiry - discussion questions in class Resume - assess on completeness, accuracy, and effectiveness
3c. Have the students write a resume for one of the jobs they found in their job investigation project or in their scrapbook. Discuss their resumes in class.	
4a. Have students complete the exercises in their workbooks list in the references.	Written tests short answer application form
4b. Discuss the proper ways to complete an application form and the information to be included in the application.	Richardson (testing program); p. 146 Inquiry - discussion questions in class
4c. Have the students obtain two to three application forms from prospective employers in health care. Have them fill them out completely according to the guidelines discussed in class. Discuss their forms in class.	Job application - assess on neatness, accuracy and completeness

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. Job Seeking Skills (cont'd)	
4. Completing a job application form (cont'd)	
b. Information to be included on the application 1) Your complete address with the zip code 2) Your social security number 3) Your birthdate and birthplace 4) Your phone number or a number where you can be reached 5) A list of schools you have attended (include addresses) 6) A list of special training you have had 7) A prepared list of any jobs you have had, the address of the employer, the dates you worked there, and what your duties were 8) A list of people who can give you a reference, including their address and phone number (Be certain you have asked permission to use them as a reference.)	
5. Participating in an interview	5. Demonstrate the routine procedure for participating in a job interview with a prospective employer in health care.
a. Proper ways of presenting yourself 1) Well groomed 2) Dress neatly and appropriately 3) Be on time 4) Greet interviewer with name and smile 5) Shake hands firmly 6) Stand until asked to sit 7) Answer all questions truthfully and sincerely 8) Be enthusiastic	Simmers; pp. 429-432 Simmers (workbook); pp. 405-406 Rosdahl; p. 905 Rosdahl (workbook); pp. 273-274 Badasch; pp. 223 Badasch (workbook); pp. 148-149 Gootnick; pp. 126-168 Reed; pp. 15-18

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Discuss the routine procedure for participating in a job inteview. Discuss the proper answers to the questions interviewers most often ask.	Written tests short answer essay Richardson (testing program); p. 146
5b. Perform a demonstration (or show a film) on the routine procedure for participating in a job interview. You may ask a student or another teacher to play the interviewer and you can play the applicant. You may demonstrate both the proper way of participating in an interview and the improper way and compare the two ways.	Inquiry - discussion questions in class Interview - assess an accuracy and ability to present themselves properly

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. Job Seeking Skills (cont'd)	
5. Participating in an interview (cont'd) 9) Smile, but do not giggle or laugh too much 10) Do not chew gum 11) Do not smoke 12) Look at the interviewer when you talk to him/her 13) Do not criticize former employers 14) Do not talk about personal problems 15) Ask questions 16) Thank the interviewer and quickly exit when the interviewer indicates that the interview is over b. Questions often asked by interviewers 1) Tell me about yourself. 2) What are your strong points? Weak points? 3) Why do you feel you are qualified for this job? 4) What jobs have you had in the past? 5) Why do you want to work here? 6) What skills do you have that would be of value? 7) What do you do in your spare time? 8) Do you have any plans for further education?	5. Demonstrate the routine procedure for participating in a job interview with a prospective employer in health care. (See the following units: Communication, Study Skills, Professional Appearance and Behavior)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5c. Have the students complete the exercises in the workbooks listed in the references.	
5d. Have the students "send" the resume and letter of application or job application they have completed to a partner in class. Have the student receiving the resume or application play the interviewer and the applicant play the interviewee. Have them practice and demonstrate the routine procedure for a prospective employer in health care.	
5e. Have a supervisor or manager from any department in a health care facility speak to the class about interviews. Have him/her give practical tips on what supervisors look for in an applicant.	

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UNIT IX

LEADERSHIP

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OVERVIEW OF CONTENT

In any situation, the health occupations worker displays aspects of leadership. At the same time, the worker has to work as a member of a team. health occupations students can develop their leadership skills and team cooperation skills by being involved in classroom activities and student organizations (such as HOSA*). Upon completion of this unit, the student will experience the five steps to becoming a good leader. The students will: 1) study qualities of recognized good leaders, 2) evaluate themselves as leaders, 3) develop skills needed to become good followers or group members, 4) learn about the HOSA student organization, 5) develop a definite plan of action for leadership development. These skills are very important to the social and professional growth of health occupations students.

The content directs students in learning the characteristics, styles, and skills of a leader by studying past leaders and through involvement in various classroom activities on leadership. Leadership can take on different meanings in different settings, and the students should have a clear definition of leadership as it applies to health care workers and students. Leaders possess certain personality traits. The students are asked to study the leaders of the past and identify the traits that made them successful. Through the evaluation process, the students learn about their leadership strengths and weaknesses by rating their own leadership effectiveness. By studying the theories, styles, and skillsof leaders, students can develop their own styles of leadership.

A good leader has to be able to plan and write an agenda. The students are required to write an agenda for a mock or actual meeting to give them practice in this skill. To be a good leader or group member, one should know the basics of parliamentary procedure. This content introduces students to the terms and practices of parliamentary procedure. Students also role play a meeting to learn proper implementation of parliamentary procedure. Whether secretary, president, member of an organization, or health care leader, one should be able to write and understand minutes to meetings. Here, the student writes the minutes to a mock or actual meeting, in order to show skill in this important activity.

Both leaders and group members need to be able to describe the characteristics of a mature group member, in order to function effectively at the organization and committee levels. The HOSA member has additional responsibilities for working effectively in the organization. Students need to be able to explain these responsibilities. Health care workers as well as student group members need to cooperate. While working on a small group project, the students practice cooperation skills.

A good health occupations student leader possesses skills in: objective writing, defining health care issues, discussion leading, public speaking, and participation in organizational events. The unit helps the students develop these skills through activities relevant to health care. Finally, the student is challenged to make the transition from an orientation level health occupations student to a practiced leader. The students make a definite plan of action through a step-by-step problem-solving activity. Since this is a challenging transition, students are required to "map-out" a plan that includes the copers and support systems they intend to use to make a smooth, less stressful, and more successful transition.

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* The Health Occupations Student of America (HOSA) is the official nationwide organization for Health Occupation students. HOSA has developed a "HOSA National Handbook" containing the guidelines for implementing a local chapter and developing leadership skills in students. Hence, numerous references to the Handbook are included in this unit.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Characteristics, Styles and Skills of a Leader	
1. Definition of leadership Topics to consider: a. Personality b. Persuasion c. Power relation d. Initiating action and maintaining structure (Richardson; unit 1, p. 2-3)	1. Define leadership as it pertains to the health occupations student. Richardson; unit 1, p. 2-3 and unit 7, p.6 HOSA; Sec. C, p. 29 Badasch; pp. 229-231
2. Leadership personality traits a. Self-confidence b. Well-adjusted c. Dominance d. Extroversion-introversion e. Conservatism f. Empathy or interpersonal sensitivity (Richardson; unit 7, pp. 2-4)	2. Identify desirable personality traits of an effective leader. Richardson; unit 7, pp. 1-8, 10-14 Hand; pp. 36-45 (See the following units: Personal Appearance and Behavior, Self-esteem, Communications, Interpersonal relationships, Historical health)
3. Components of effective leadership Topics to consider: a. Goals b. Skills and knowledge c. Self-awareness d. Communication	3. Evaluate your effectiveness as a leader, using a checklist. HOSA; sec C, pp. 29-30 Richardson; unit 7, p. 5 Nelson; Leadership sec, p. 5 Tappen; pp. 65-96 (See the following units: Self-esteem, Communications)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss what is meant by "leadership" with the students. Discuss how student leadership involves each of the topics outlined here.	Written tests true/false fill-in-the-blank short answer Oral tests
1b. Have students write a definition of leadership. Have them relate their own experiences in leadership.	Inquiry - during class discussion Project - evaluate student's definition of leadership on clarity and accuracy.
2a. Discuss the desirable personality traits of an effective leader. Discuss why these traits are desirable.	Written tests fill-in-the-blank short answer multiple choice Oral tests
2b. Have students research the life of a famous person in medical history. Have them list the leadership personality traits of the individual and tell how the traits were used. (May have students interview successful medical professionals of today.)	Inquiry - during class discussion Richardson; unit 7, p. 8
2c. Have students split into small groups and perform the activity in Richardson unit 7, pp. 10-14 on several case studies. Have them identify the desirable personality traits in each case.	
3a. Have students perform the leadership activity in Nelson; Leadership sec, p. 3-5. This activity has the students work in a group and has the students evaluate their own ways of selecting leaders.	Self-evaluation HOSA sec C, 29 and 30 Tappen; p. 94-95 Occupational survival skills; p. 5

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Components of effective leadership (cont'd) Topics to consider: e. Energy f. Action (Tappen; pp. 65-96)	
4. Theories of leadership a. Theory X b. Theory Y (Nelson; Leadership sec, pp. 7-10)	4. Describe the two main theories of leadership. Nelson; Leadership sec. pp. 7-10 Tappen; pp. 50-52 Bernhard; pp. 53-54 Brooten; pp. 34-35
5. Leadership styles a. Autocratic b. Laissez-faire c. Democratic (Nelson; Leadership sec, pp. 11-20)	5. Distinguish between three styles of leadership. Nelson; Leadership sec, pp. 11-20 Richardson; unit 1, p. 5 Tappen; pp. 43-47 Hand; pp. 57-59 Leadership in nursing: An introduction; (audio-visual) (See the following units: Interpersonal Relationships, Communication)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3b. Have students evaluate their own abilities as leaders by filling-out a checklist (Tappen; pp. 94-95 for advanced students; Nelson; p. 5 for average students or make the statements on pp. 29 and 30 in sec C of the HOSA handbook into checklist form for HOSA members). Discuss their evaluations and insights.	
3c. Have students write their weak points and strong points as leaders. Discuss how they can improve.	
4a. Conduct a discussion about the two main theories of leadership. (Use the transparencies in Nelson, Leadership sec, p. 10.) Ask the students which theory they would tend to believe. Ask them the consequences for believing their way.	Written tests fill-in-the-blank multiple choice matching short answer Inquiry - during class discussion
5a. Have the students partake in the activity called "Pins and Straws" (Nelson; Leadership sec, pp. 11-16). This activity has students divide into groups to perform a task. The group leader displays one of the three major types of leadership styles during the task performance. Afterwards, everyone in the group guesses which leadership style was displayed by their leader.	Written tests multiple choice matching short answer case study Inquiry - during class discussion
5b. Discuss the 3 types of leadership displayed during the "Pins and Straws" game using notes and transparencies in Nelson; Leadership sec, pp. 17-20.	
5c. Show the audio-visual on the 3 stages of leadership. Discuss how a health care worker can be a leader on the job.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. Functions of a democratic leader a. Give all persons a chance to say what they wish (promote freedom of speech) b. Be fair in deliberations, decisions, and actions c. Base decisions upon the will of the majority d. Help everyone achieve their goals through group decision making and action (Richardson; unit 6, p. 2)	6. Practice the functions of a democratic leader. Richardson; unit 6, p. 2 HOSA; sec C, pp. 29-31 Nelson; Leadership, pp 17-20 Tappen; pp. 45-46 Hard; pp. 58-59 (See the following units: Interpersonal relationships, Communications)
7. Skills of a leader a. Decision-making b. Communication c. Parliamentary procedure d. Public relations e. Listening & understanding f. Creative problem-solving g. Developing group thinking through questioning h. Using humor effectively (Richardson; unit 6, p. 2)	7. Describe eight important skills of a leader. Richardson; unit 6, p.2 (See the following units: Interpersonal Relationships, Communication, Problem Solving and Decision Making)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
6a. Hold a discussion with the students about the functions of a democratic leader. Discuss examples of each function.	Self-evaluation Peer evaluation
6b. Have students split into small groups. Have students assign one person as the democratic leader. (someone who hasn't played the leader in previous activities.) Give the students a task (eg. come-up with a design for a bulletin board display, plan an original fund raising activity, or plan a community project) for about 15 mins. After the activity, have the leader write a self-evaluation of his/her abilities as a democratic leader on each of the 4 functions. Have other members of the group write peer evaluations. (For every future small group activity have the students evaluate themselves on their democratic leadership, make sure everyone has been a leader!)	
7a. Discuss the eight important skills of a leader. Discuss examples of each skill.	Written tests fill-in-the-blank short answer Oral tests Inquiry - during class discussion
7b. Have students split into small groups. Have each group assign a leader. Have each group devise a list of ways in which one could develop each of the eight leadership skills. Have the students evaluate the leaders on his/her ability to be a democratic leader.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Planning and Conducting Meetings	
1. Writing an agenda a. Call to order b. Invocation c. Pledge of allegience d. Roll call/quoram e. Minutes of previous meeting f. Treasurer's report g. Officer's report h. Standing committee reports i. Special committee reports j. Unfinished business k. New business l. Program m. Announcements n. Adjournment/recess (HOSA; sec C, pp. 50-51)	1. Write an agenda for a (mock) meeting. Richardson; unit 2, pp. 2-3, 8-11 Glick; pp. 99, 112, 134, 135 HOSA; sec C, pp. 50-53 (See the following units: Interpersonal Relationships, Communication)
2. Principles of parliamentary procedure a. Parliamentary rules exist to help the orderly transaction of business and to promote cooperation and harmony b. The vote of the majority of the members decides the course of action to be taken c. All members have equal rights and privileges d. The minority of the group also has rights e. Every member of the group is entitled to full discussion on every proposition presented for decision f. Procedure should be the simplest and most direct for all purposes	2. Explain the basic principles of parliamentary procedure. Richardson; unit 3, p. 2 HOSA; sec C, pp. 60-61

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Present the outline of an agenda to the students. Describe each point and give an example.	Written agenda - evaluate agenda on completeness and clarity
1b. Have students write a mock agenda (or a real agenda for a HOSA meeting). Including each of the topics in the outline.	
2a. Discuss the basic principles of parliamentary procedure. Discuss the concequences for not following these basic principles.	Written tests short answer essay Oral examination Inquiry - during class discussion
2b. Have the class attend a meeting (school board, men's club, a student organization, etc.) where parlimentary procedure is used. Hold a discussion about the meetings.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Principles of parliamentary procedure (cont'd) g. A definite and logical order of precedence governs the introduction and disposing of all motions h. Only one question can be considered at one time i. Every member has the right to know what the question, before the assembly, actually means before voting j. The members may delegate duties and authority, but do retain the right of final decision (Richardson; unit 3, p. 2)	
3. Common terms related to parliamentary procedure a. Adjournment b. Amendment c. Chair d. Debate e. Floor f. Incidental motion g. Lay on table h. Main motion i. Majority j. Minutes k. Nominate l. Parliamentary law m. Postpone n. Precedence o. Privileged motions p. Question q. Quorum r. Secondary motion s. Table t. Two-thirds majority vote (Richardson; unit 3, pp. 3-4)	3. Define common terms related to pariamentary procedure. Richardson; unit 3, pp. 3-4 Glick; pp. 6-14

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have the students look-up the common terms related to parliamentary procedure in the reference books. 3b. Have students make flash cards of the terms. Have them split into pairs and quiz each other. 3c. Have students make a crossword puzzle using the terms. Have them exchange the puzzles and have them complete each other's puzzles.	Written tests matching fill-in-the-blank Puzzles - evaluate on completeness and accuracy. Inquiry - questioning during discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Practice conducting business using parliamentary procedure. Topics to consider: a. Obtaining the floor b. Making a motion c. Making special types of motions 1. Main motion 2. Subsidiary motion 3. Incidental motion 4. Privileged motion d. How one should behave at a meeting 1. Pay attention 2. Don't compete with the speaker 3. Don't interrupt a speaker 4. Avoid personalities 5. Be brief 6. Be courteous as well as correct (Richardson; unit 3, pp. 5-6) (Glick; p. 16)	4. Practice conducting business using parliamentary procedure. Richardson; unit 3, pp. 5-6 Glick; p. 16 Robert; pp. 25-177 (See the following units: Communication, Interpersonal Relationships)
5. Write minutes format (organization) a. Name or organization b. Title - "Minutes of meeting of....." c. Attendance 1. Full names of those present arranged alphabetically 2. Sometimes the name of group or organization of each person is given following each name d. "The meeting was opened by (Name), (Title), or (Time)"	5. Write minutes to a mock meeting using parliamentary procedure. Glick; p. 17 Robert; pp. 247-250 HOSA; sec C, appendix F

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss each of the topics to consider when conducting business using parliamentary procedure. 4b. Conduct a meeting using parliamentary procedure. Have students make motions during the meeting. Insure that students adhere to the guidelines for conducting business using parliamentary procedure. (May videotape the meeting for immediate feedback and future use.)	Written tests essay short answer Practice - evaluate students on accuracy and participation.
5a. Present the format of written minutes. Discuss each point in the format. Give examples under each point. 5b. Have the students write minutes to a mock meeting. (Or let each student have a chance to write the minutes for a HOSA meeting.) Make sure the students address each topic in the outline where appropriate.	Written tests multiple choice Project - minutes should be evaluated on completeness and clarity.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Write minutes format (organization) (cont'd) e. Acceptance or correction of previous minutes of (date) meeting were corrected as following.... f. Activities (presentations), (reports of committees), (communications); (discussions and action); (policies); (announcements); (next meeting) 1) Presentation of reports a) Tresurer (name) "It was reported that...." b) Program committee (name, chairman) 1) Tickets (name of member) a) "It was reported that......" b) "After some discussion it was decided that...." 2) Program (name of member) a) "The following suggested program was submitted" b) "After discussion of each item it was decided that...." 2) Discussion and action taken: (sometimes there are no reports and the meeting commences immediately into a discussion of topics per the agenda) a) "the following recommendations were presented: 1) 2) b) "The group voted favorably to ...."	5. Write minutes to a mock meeting using parliamentary procedure. (cont'd)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5c. Make a tape of a mock or actual meeting. Have each student listen to the tape individually and write the minutes to the meeting as an individualized learning activity.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Write minutes format (organization) (cont'd)	
3) Administration "The director called attention to the following " a) A new rule govering..... b) A change in the policy concerning........	
4) Announcements a) "It was announced by (name that.....)" 1) 2)	
g. Adjournment (motion by name) (and seconded by name) "The next meeting will be held......." (day, date, time, place)	
(Glick; p. 17)	
C. Being a Group Member	
1. Characteristics of mature group member	1. Describe the characteristics of a mature group member.
a. Sensitive to their own needs 1. Recognize their own needs, but do not try to meet them at the expense of others 2. Share their ideas, honest feelings and differences with the group 3. Are ready to change their own ideas without emotional upset 4. Do not dominate or monopolize the meeting 5. Recognize the value of another group member, even though he/she may not like him/her personally	Richardson; unit 8, p. 3 HOSA; sec C, appendix A (See the following units: Communications, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1. Discuss the characteristics of a mature group member with the students. Discuss the concequences of not practicing these characteristics.	Written tests short answer essay

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Characteristics of a mature group member (cont'd) b. Sensitive to other member's needs 1. Are aware of and ready to try to understand other's needs 2. Encourage fulfillment of other's needs 3. Encourage others to participate c. Sensitive to group needs and goals 1. Are ready to assume responsibilities 2. Recognize the importance of being objective 3. Are willing to abide by group decisions 4. Are flexible and assume the roles demanded by the group	
(Richardson; unit 9, p. 3)	
2. Responsibilities of HOSA member a. Become familiar with and knowledgeable about HOSA b. Attend and actively participate in all chapter meetings and activities c. Volunteer services and talents to the benefit of the HOSA chapter d. Accept responsibility, leading and/or following as may be necessary in various chapter activities e. Represent HOSA in a positive manner projecting a good image to the school and community f. Communicate effectively with other team members	2. Explain the responsibilities of a HOSA member. HOSA; sec C. pp. 33-34

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Discuss the responsibilies of a HOSA member. Discuss ways in which the HOSA members can fulfill their responsibilities.	Written tests short answer essay Oral quizes
2b. Have the students split into small groups. Assign a leader (who hasn't been a leader in the past). Have the students devise a list of different ways a HOSA member could promote HOSA to the school and community. Discuss findings in a large group discussion. (Have students evaluate the leader on his/her ability at being a democratic leader.)	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Responsibilities of HOSA member (cont'd) g. Take full advantage of the opportunities offered by all levels of HOSA h. Promote HOSA to the school and community (HOSA; sec C, p. 34)	
3. Practice cooperation in group Topics for consideration: a. Cohesiveness b. Communication c. Mediation d. Competition between groups e. Competition within a group (Richardson; unit 9, p. 2)	3. Practice cooperation when completing a small group project. Richardson; unit 9, pp. 2, 11-14 Nelson; working in organizations, pp. 1-13, 23-30 HOSA; sec 8, pp. 133-164 Dimensions of leadership series-strategies for leadership: collaboration; (videocasette film) (See the following units: Communication, Problem Solving Interpersonal Relationships and Decision Making)
D. Developing Leadership Skills 1. Developing objectives Objectives include: a. "A"ctors b. "B"ehaviors c. "C"onditions d. "D"egree (Richardson; unit 4, p. 4)	1. Develop a personal objective and a group objective using the ABCD method. Richardson; unit 4, pp. 2-6, 12-20 Tapper; pp. 67-71 HOSA; sec A, p. 4 & sec. B

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Discuss the components of group cooperation. Discuss ways in which group members can help each other to cooperate.	Self - evaluations Have students rate themselves on each point mentioned under the "characteristics of a mature group member." (C.1)
3b. Have students split into groups. Do not assign a leader. Have the students perform a small project activity (eg. those found in Richardson or Nelson). At the end of the session, have students evaluate themselves and others on their ability to cooperate under each of the points discussed earlier.	Peer evaluations - Have other members of the group or observers rate the student on each point mentioned under the "characteristics of a mature group member." (C.1)
3c. Show the videocassette/film on collaboration. Discuss how the health care worker needs to work as a team member.	
1a. Discuss the processes of objective writing with the ABCD method. Discuss the differences between personal and group objectives. Use the brainstorming technique to provide examples of each type of objective.	Personal objectives - evaluate the objectives for completeness (having all 4 points A, B, C, and D), clarity, and attainability. Group objectives - evaluate the objectives for completeness (having all 4 points, A, B, C, and D), clarity, and attainability.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	1. Leadership in nursing: decision-making; goal-setting; evaluation; (audio-visual) (See the following units: Communication, Problem Solving and Decision Making)
2. Health care issues Topics to consider: a. Medicare/medicaid reduced funding b. High cost of health care c. High malpractice insurance for physicians d. Use of euthanasia e. Legalization of abortions f. Legal implications of artifical insemination in a surrogate mother g. Mandatory AIDS testing for certain groups h. Recognizing only a 4 year program for the registration of nurses i. Use of genetic engineering j. Use of human experimentation k. Use of multispeciality profession	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Have students write a personal objective that is attainable and clearly stated. Discuss their objectives in class.	
1c. Have students form small groups. Have them write a group objective that is attainable and clearly stated. Discuss their objectives in class. (These objectives may be related to objectives for their HOSA activities.)	
1d. Show the audio-visual on goal-setting. Discuss how the health care leader must get goals and objectives on the job.	
2a. Have a speaker come to class and talk about health care issues. Discuss the implications for workers in health care.	List - evaluate the list of health care issues on quantity and relevance. Scrapbook- evaluate the articles on quantity and relevance to health care issues.
2b. Have students research several issues in current newspapers or magazines. Have the students compile a list of issues from their resources. Hold a discussion about the issues.	
2c. Have students start a scrapbook of newspaper and magazine articles. Have them save articles on current health care issues for several weeks. At the end of each week, discuss the content of the articles.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Lead a discussion a. Prepare for the discussion b. Organize the group c. Introduce the topic d. Keep the discussion on the topic e. Keep the discussion moving forward f. Give all a chance to contribute g. Keep the discussion from becoming too heated h. Stimulate discussion by asking questions i. Summarize the discussion at the end (Richardson; unit 6, p.3)	3. Lead a discussion about a health care issue. Richardson; unit 6, p. 2 Shea, Boyum, & Spanke; pp. 16-24 (See the following units: Interpersonal Relationships, Problem Solving and Decision Making, Communication)
4. Deliver an informative speech a. Parts of the speech 1. Introduction 2. Discussion 3. Conclusion b. Ten commandments of good speaking 1. Be accurate 2. Be brief 3. Be clear 4. Don't try to impress your audience 5. Consider your audience 6. Think and organize before you speak 7. Make your speech interesting 8. Don't leave out essential facts 9. Be ethical 10. Don't just relate it - illustrate it (Richardson; unit 11, pp. 4 and 6)	4. Deliver an informative speech on a health care topic. HOSA; sec. B, pp. 129-131, 119-121 Shea, Boyum, and Spanke; pp. 1-7 Richardson; unit 11, pp. 4-6 (See the following units: Communication, Interpersonal Relationships, Problem Solving and Decision Making)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Present the steps for leading a discussion. Demonstrate a discussion session, following the steps and showing the importance of each step as you go.	Discussion - evaluate students on their ability to lead a discussion according to the steps listed.
3b. Have the students select an issue discussed in Activity D2. Have them prepare for a discussion about the health care issue. Check their preparation plans. Have them lead a short discussion about the issue, following the step for leading a discussion.	
4a. Present the parts of a speech and discuss the ten commandments of good speaking. You may want to demonstrate a short speech on a health care topic.	Speech - evaluate the informative speech on the content, organization, and delivery according to the ten commandments of good speaking. HOSA; sec B, pp. 131 and 121
4b. Have the students prepare for a short informative speech on a health care topic. Have them deliver the speech in front of the class, adhering to the ten commandments of good speaking. You may suggest that the student present his/her speech at a HOSA competition. You may videotape the speeches for instant feedback.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. HOSA competitive events program a. National and state events 1. Health occupations related events 2. Health occupations skill events 3. Individual leadership events 4. Team leadership events b. State events (only) 1. Chapter of the year 2. Essay 3. Research paper 4. Safety 5. Theme (Illinois Association HOSA; p. 2)	5. Describe the HOSA competitive events program. HOSA; sec A, pp. 31-32, Sec B, pp. 1-169 Illinois Association HOSA; pp. 1-2 Badasch; p. 230 (See the following units: Interpersonal Relationships, Communication)
6. Five step to becoming a good leader a. Study the qualities of of recognized, good leaders b. Study oneself, identifying own weak and strong points c. Develop oneself as a good follower and learn to obey as well as command d. Learn about groups in general and what "makes them tick" e. Follow a definite plan of training and improvement in leadership (HOSA; sec C, pp. 31-32)	6. Plan practical ways in which a health occupations student can fulfill the five steps to becoming a good leader. HOSA; sec C, pp. 31-32 Richardson; unit 7, p. 6 (See the following units: Self-esteem, Problem Solving and Decision Making, Communication, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Discuss each of the HOSA competitive events. Discuss the importance of becoming involved in the competition.	Written tests short answer essay Oral tests Group project - evaluate list and discriptions on accuracy and completeness.
5b. Invite a local chapter advisor to speak about the events his/her chapter is involved in.	
5c. Invite a HOSA student or alumnus member to describe their involvement with competitive events at the local, state and national events.	
5d. In small groups have the students list and describe the HOSA competitive events. Have them select events they may be interested in entering. Have the students list local events they may possibly like to enter. Discuss their list and descriptions in a large group.	
6a. Discuss the five steps to becoming a good leader. Give examples of ways to fulfill each step. Point out the fact that this unit took them through the five steps: a) Activity A2b, b) Activity A3b, c) Activity C3b, d) Activities C2b and D5d, e) Activities A6b, A7b, B1b, B2a, B3a-c, B4a, B5b, D1b-c, D2a-c, D3b and D4b.	Plan - evaluate the plan on completeness and practical applications.
6b. Have students form small groups. Have them devise a plan for continued leadership growth by listing activities in which a health care worker may fulfill each of the five steps to becoming a good leader. Discuss the plan in class.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	6. Plan practical ways in which a health occupations student can fulfill the five steps to becoming a good leader. (cont'd)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
6c. Have the students write a definite plan of training and improvement plan in leadership. (See Expanded Activity D6c).	

Expanded Activity D.6.c

Topic:

D. Developing Leadership Skills

Student Competency:

6. Plan practical ways by which a health occupations student can fulfill the five steps to becoming a good leader.

Overall Purpose of the Activity:

1. To help students develop a plan of action for making the transition to becoming good leader.

2. To help students utilize a problem solving model to increase the awareness of options for managing their transition to becoming a good leader.

3. To help students develop risktaking skills, so that they can develop successful plans of action for other transitions.

Directions for Conducting the Activity:

1. Hold a discussion about writing a definite plan of action of training and improvement in leadership. Stress the fact that one must go through a transition when making improvements in their skills, attitudes, or behaviors. Discuss the notion that one can use a modified form of the problem solving model to make decisions about improving their leadership skills. Explain the steps in the Planning Guide in moderate detail. Review the negative and positive copers (use the provided handout I) which people use to face problems and challenges. Encourage the students to think of several copers that can help them with their personal leadership improvement challenge. Review the process of identifying external support systems (use the provided handout II). Encourage the students to select an external support system. Remind them to use themselves effectively as internal support systems. Discuss how one should eliminate negative self-talk and help oneself accomplish challenges.

2. Have the students go through steps I-XI of the Planning Guide adapted from Tubesing & Tubesing (in Presley and Karmos; Transition training: Manual for person growth, development, and self-empowerment pp. 81-90) at their own pace.

3. Direct a discussion about each of the plans the students wrote. Have the students carry out their plan. Have them reflect (learn) on their experience by asking themselves the questions under step XII "Learn". Have the students hand in the completed Planning Guide.

Suggestions for Evaluation:

Teacher assessment of the completed Planning Guide, and oral responses to discussion questions.

(Student's Form)

Planning Guide

Directions: Answer each of the following questions to the best of your ability.

I. IDENTIFY THE TRANSITION CHALLENGE AS A PROBLEM

Clearly restate your transition challenge as a problem. (For example: "My public speaking skills need improvement.")

II. DEFINE THE PROBLEM FROM SEVERAL PERSPECITIVES

Write two or three different descriptions of your problem or challenge. (For example: "My public speaking skills need improvement" can also be "My public speaking skills are too weak.")

1)

2)

3)

III. LEARN FROM YOUR PREVIOUS ATTEMPTS TO MEET THE CHALLENGE OR SOLVE THE PROBLEM

What coping strategies have you already tried? List them. (For example: Avoiding public speaking - a negative coper called withdrawal.)

Why don't you think those strategies worked? (For example: I didn't let myself practice public speaking so improvements could be made.)

What coping strategies that you haven't tried do you think might work? (For example: Imagination; to anticipate future speeches, Life Planning; to set clear goals for speaking, Relabeling; to change my perspectives about public speaking, Relaxation; to calm my nerves about public speaking and commitment; to say "yes" I am going to meet the challenge.)

IV. CHECK YOUR ATTITUDE ABOUT THE CHALLENGE

Check the appropriate answer to each question, according to your attitude.

1. How do you feel about your capability to deal with this problem?

______________hopeless

______________doubtful

______________maybe

______________possible

______________hopeful

2. To what extent are you typically a "fighter"?

______________very much so

______________moderate

______________not at all

3. Relative to this transition, to what extent are you a "fighter"?

______________very much so

______________moderate

______________not at all

4. To what extent are you feeling helpless about this transition?

______________very helpless

______________somewhat helpless

______________not helpless at all

5. Generally, how do you feel about change?

______________overwhelmed

______________not affected

______________challenged

6. How do you feel about changes resulting from this transition?

_______________overwhelmed

_______________not affected

_______________challenged

V. RE-IDENTIFY YOUR RESOURCES

1. What strengths and skills do you bring to this transition challenge? List them

2. List your support system that you will utilize during this transition (For example: An external support person may be your teacher or a parent and an internal support may be a change in attitudes about yourself.)

VI. SPECIFY YOUR GOALS

Goals are what you'd like to have happen. Don't limit yourself by identifying only the goals you think you can attain now. Be creative and fearless.

1. What do you want to happen (To feel, change, accomplish, learn)? Be specific. (For example: I want to be able to speak in front of a group without getting terribly nervous.)

I Want ____

I Want ____

I Want ____

I Want ____

I Want ____

I Want ____

2. What do you think you need to have happen? (For example: I need to practice speaking in front of a group.)

   I need ______________________________

   I need ______________________________

   I need ______________________________

   I need ______________________________

   I need ______________________________

   I need ______________________________

3. Look over the goals you have identified. What would you have to give up in order to reach each goal you identified? (For example: I will need to give up the security of not speaking in front of a group.)

4. Are you willing to make the sacrifices?

VII. FORMULATE A CLEAR PLAN OF ACTION

Based upon changes you want to make and the goals you have set, what could you do? Brainstorm - come up with as many ideas as possible. The rule here is - don't evaluate your ideas yet, quantity counts first. (For example: I could enter the HOSA prepared speaking competitive event.)

I could ______________________________ a. (1 2 3 4 5)

b. (1 2 3 4 5)

c. (1 2 3 4 5)

d. (1 2 3 4 5)

I could____ a. (1 2 3 4 5)
b. (1 2 3 4 5)
c. (1 2 3 4 5)
d. (1 2 3 4 5)

I could____ a. (1 2 3 4 5)
b. (1 2 3 4 5)
c. (1 2 3 4 5)
d. (1 2 3 4 5)

I could____ a. (1 2 3 4 5)
b. (1 2 3 4 5)
c. (1 2 3 4 5)
d. (1 2 3 4 5)

I could____ a. (1 2 3 4 5)
b. (1 2 3 4 5)
c. (1 2 3 4 5)
d. (1 2 3 4 5)

For each plan, consider each of the four questions (a-d) and rate each question on a scale from 1 to 5; 1 least favorable and 5 most favorable. (Notice the letter for each question matches the letters for each plan.)

a. Is the plan specific enough?

b. Does it have long-term value?

c. Does it have positive consequences for you and your family?

d. Does it reflect you as a whole person?

VIII. CHOOSE A TENTATIVE STRATEGY

Review your potential plans and choose a plan based on your highest ratings. If more than one plan seems workable use your instinct to choose the best. Write them down here.

IX. CARRY OUT THE TENTATIVE STRATEGY

1. Now what exactly do you plan to do?

I will ____________________

I will ____________________

I will ____________________

I will ____________________

I will ____________________

I will ____________________

2. Check each step and make sure that each step is workable.

3. List "Who does what, when?" in implementing your plan. Be sure to include yourself and others.

X. ADD A CREATIVE TOUCH

Some times creativity and humor make a plan more enjoyable. How can you make your plan more fun? (For example: Enter the HOSA competitive event with a friend or give a speach on a humorous topic.)

XI. REWARD YOURSELF

What special treats will you give yourself when you accomplish some or all of your plan? Name as many as possible. (For example: I will treat myself to a movie after the speech is over.)

X. LEARN

This step will not be completed until after you've actually implemented your plan. Make sure you come back to this.

1. How effective was your plan?

2. What were the consequences of your decision?

3. What other choices may have been better? Why?

4. How can you better prepare yourself for this transition when it challenges you again?

Adapted from Tubesing & Tubesing (In Presley and Karmos, Transition training: Manual for personal growth, development, and self-empowerment pp. 81-90)

(Student's Form)

HANDOUT I

NEGATIVE AND POSITIVE COPING RESPONSES

Negative Copers

- -Alcohol
- -Denial
- -Drugs
- -Eating
- -Fault-finding
- -Illness
- -Indulging
- -Passivity
- -Revenge
- -Stubbornness
- -Tantrums
- -Tobacco
- -Withdrawl
- -Worrying

*Positive Copers

Mental: -Imagination
-Life Planning
-Organizing
-Problem solving
-Relabeling
-Time management
Phsysical: -Biofeedback
-Exercise
-Nourishment
-Relaxation
-Self-care
-Stretching
Spiritual: -Commitment
-Faith
-Prayer
-Surrender
-Valuing
-Worship

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*From the PIELUP card game©, 1982 Aid Association for Lutherans (in Presley and Karmos, Transition training: Manual for personal growth, development and self-empowerment pp. 39-42)

(Student's form)

HANDOUT II

Identification of External Support Systems*

a. On the form for this activity list all the individuals you will be in contact with from the beginning to the end of the transition: your teacher, your parent, your friends, your brothers/sisters, etc.

b. In the second column write a short phrase describing the type of support each individual provides you.

c. Rate the impact made on you by the people you listed. The scale is:

Negative	Slightly Negative	Neutral	Slightly Positive	Positive
-2	-1	0	+1	+2

d. Estimate the average amount of time per day that you spend with each individual on the list.

e. You can get an idea of overall impact which these individuals have on you by multiplying Time x Impact. Enter it into T x I column.

f. If you would like to change the overall impact of any of these individuals on you, make a decision as to whether you should spend more or less time with them.

External Support Form*

Name	Form of Support	Impact	Time	TxI	More Time	Less Time
Example: Teacher	Enouragement	2	60 min	+120	x	

*Adapted from Bakker, C. & Bakker-Rabdan, M. (1976) Self-management or feelings & emotions, unpublished manuscript (In Abrego, p. & Brammer, L. Brammer, L. (1979) Develop coping skills for career related changes module 42 Palo Alto, CA: American Sustitutes for Research in the Behavioral Sciences.)

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AUDIO-VISUAL AIDS

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Leadership in nursing: Decision-making; Goal-setting; Evaluation. 10.07 mins. Filmstrip, slides, cartridge and videoape. Garden Grove, CA: Medicom. Inc. S/T (D1)

UNIT X

APPLIED MATH

Page

1. Overview of Content 3

2. Core Content

a. The Importance of Math Skills for Health Care Workers 4
b. Mathematics Review 4
c. Advanced Review 4
d. Metrics in Health Care 6
3. References 8

OVERVIEW OF CONTENT

As our health care delivery system grows with an increase in technology, so must today's health care workers. The need to know the basic measurements for preparing medications, measuring distances for a properly taken radiograph, or determining lung volumes all involve the use of math. Applying math skills in the clinical setting involves acquiring the knowledge to recognize, interpret, and correctly use mathematical concepts.

While all students are familiar with most basic math concepts, the practical application of math is often overlooked. Once students have some idea of career direction, it is essential they be given the opportunity to apply basic math skills in their chosen field. Students should be encouraged to view this approach to learning math as a practical means of helping them on the job.

The Applied Math unit is not meant to be a substitute, but rather an aid to the school's mathematics curriculum. Teachers may use this unit to assist students in maintaining proficiency while appropriately applying those skills previously learned. Students also learn how and why their skills are used. Additionally, because the metric system is so prevalent in the field of medicine, a review is also included.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. The Importance of Math Skills for Health Care Workers	
1. Why math skills are necessary a. Increased technology b. Demand for employee accountability c. Necessity for prompt results d. Lack of available references e. The importance of knowing how the results are determined	1. Identify the reasons for having adequate math skills. McElroy; pp. 2-5 (See the following units: Study Skills, Medical Terminology, Career Information)
2. How math skills are used a. Converting temperatures b. Preparing solutions c. Determining dosages d. Measuring volumes e. Applying equations f. Interpreting graphs g. Converting unlike measurements h. Mathematical trouble-shooting	2. List skills common to health care workers. McElroy; pp. 1-2 Verner; pp. V-VI Hayden; pp. VI-VII (See the following units: Career Information, Medical Terminology)
B. Mathematics Review	
1. Topics a. Whole numbers b. Decimals c. Fractions d. Roman numerals	1. Apply basic math concepts to practical problems typically encountered by health care workers. Verner: Chp. 1-9, 11-12, A1 Hayden: units 1-11 (See the following unit: Career Information)
C. Advanced Review	
1. Topics a. Weights and measures b. Temperature conversions c. Ratios and proportions d. Problem solving e. Estimations f. Percentages	1. Apply advanced math concepts to practical problems typically encountered by health care workers. Verner: Chp. 10, 14, 15, 19, A4 Hayden; unit 18-23 Frost; pp. 11 (See the following unit: Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students meet in groups and discuss the reasons for having adequate math skills, then have them explain to the class what each reason means to them. 1b. Ask the class to cite possible examples identifying each reason.	Written tests short answer true/false Oral tests Class discussion - assess on class participation
2a. During a visit to a local health care institution, have students be on the lookout for those math skills used by staff members. 2b. Ask a guest speaker how their math skills are used in the clinical setting and why he/she feels the skills are necessary.	Written tests short answer fill-in-the-blank Oral tests Class discussion - assess on class participation
1a. Use practice problems and homework to increase student's proficiency and ease in computing problems. 1b. Allow students class time to perform clinically related problems either in groups, individually, or in a game-type setting.	Written tests computation problems short answer Class discussion - assess on class participation Verner; Ch. 1-9, 11-12, A1 Hayden; Unit 5, 11
1a. Have students practice problems either individually or as groups. Try practicing in a game setting. 1b. Relate the use of each topic during class discussions and tours of your local institution.	Written tests calculations problem - solving Class discussion - practicipation Verner; Ch. 10, 14, 15, 19, A4 Hayden; Unit 23

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Metrics in Health Care	
1. Units and symbols a. Kilo = thousands b. Hecto = hundreds c. Deci = tenths d. Centi = hundredths e. Milli = thousandths	1. Identify the meanings of selected measurements within the metric system. Verner; Ch. 13 Hayden; unit 12-17 McElroy; pp. 12-15 Frost; pp. 3-8 (See the following units: Career Information, Terminology)
2. Measurements a. Mass = gram b. Volume = liter c. Length = metre or meter d. Area = cubic/square metre	2. Identify metric measurements in practical situations. Verner; Ch. 13 Hayden; Unit 12-17 McElroy; pp. 12-15 Frost; pp. 3-8 (See the following unit: Career Information)
3. Converting temperature a. C = 5/9 (F-32) b. F = 9/5 (C+32)	3. Convert Fahrenheit temperature measures to Celsius and Celsius temperature measures to Fahrenheit. Verner; Ch. 13 Hayden; unit 12-17 McElroy; pp. 12-15 Frost; pp. 3-8

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students perform activities such as matching, oral quizzing, and crossword puzzles to review metric units and symbols.	
1b. Discuss the history, meaning and/or significance of each unit and symbol.	Written tests multiple-choice matching short answer T/F Oral tests Class discussion - participation Verner; Ch. 13 Hayden; Unit 17 McElroy; pp. 18-19
1c. Have students make flash cards of the units and symbols. Have them quiz each other.	
2a. Have students practice selected text/workbook exercises to enforce retention and application skills.	Written tests mutiple-choice matching short answer Verner; Ch. 13 Hayden; Unit 17 McElroy; pp. 18-19
2b. Demonstrate the measurement of several different objects used at the clinical site.	
2c. While visiting a health care institution, have students take note of common ways in which metric measures are used.	
3a. Demonstrate the method of coverting temperatures, using the equations given.	Written tests calculations problem - solving Oral tests Verner; Ch. 13 Hayden; Unit 17 McElroy; pp. 18-19
3b. Have students practice converting practice measurements of temperature, using the given equations.	

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AUDIO-VISUAL AIDS

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UNIT XI

COMPUTER LITERACY

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1. Overview of Content. 3

2. Core Content

a. Basic Concepts and History of the Computer. 6

b. Computer Hardware 8

c. Computer Software 12

d. Computer Skills 14

e. General Computer Applications 14

f. Computer Applications in Health Care. 16

g. Computer Issues 18

3. References 22

OVERVIEW OF CONTENT

The computer has had a tremendous impact on all aspects of society. We are living in a "high-tech" information age. Regardless of what career an individual chooses, he/she must have an awareness of and the ability to use a computer.

Computers are used in all aspects of health care. Health occupations students need to be familiar with the uses of computers in health care facilities and they need to have basic computer skills to be able to function in the future world of work.

In helping students to become computer literate, it is first important to provide a brief history of the development of the computer. This will help students to appreciate the rapid advances made in computer science and help them to prepare for future change.

It is also important for students to be familiar with the components of computer hardware and the three general types of computers: mainframe, minicomputer, and the microcomputer. Students will likely encounter all three types in the health care setting. In order to understand how the hardware works, students should be familiar with the purpose and various types of software, operating system software and applications software. They should also be introduced to programming languages.

It is also very important to demonstrate how a computer works. Students should have hands-on experience in a computer lab with various types of software. This will help to eliminate any fears students have about using computers.

Once students have a basic understanding of how a computer works, they should become aware of general applications of the computer. These include data processing, word processing, and the use of computers to control processes in industry, such as robotics.

All future health care workers will encounter computers in some aspect of their job whether it is at a nurse's station, in education, in record keeping, or in diagnosis of diseases. It is essential for health occupations students to be aware of all of the various uses of computers in health care. By inviting guest speakers and conducting tours of computer rooms, you can help your students to become familiar with these uses. The orientation should include an introduction of computers used for patient monitoring, medical imaging, clinical laboratories, medical records, and the pharmacy. It is also important for students to be familiar with the concept and importance of the hospital information system and how it has replaced manual record keeping.

As in all other types of industry, computers are used for health care administration and education. Students should be familiar with these uses as well as other health care uses.

In order to fully understand the impact of computers, students should understand some of the issues related to computer use. The problems in maintaining patient confidentiality and privacy has great implications for computer use in health care. Health care facilities are constantly trying to maintain security of computer data.

The use of computers has raised other issues, such as replacement of workers or depersonalization of health care. The concept of artificial intelligence is a great area of exploration and controversy. Finally, the use of computers has caused a new type of crime. Discussion of these areas of concern will help students to better adapt to our "high-tech" society.

This unit on computer literacy is not meant to replace other computer courses that students take. All students need to be computer literate and most schools have computer experts to teach these courses. However, health occupations students need to be aware of computer use in health care. This will help them make career decisions and will help them appreciate the importance of computers in our society.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. The computer - Basic Concepts and History	
1. Definitions a. Electronic device that accepts, processes and stores data as discrete symbols b. Device which can perform computations without intervention by a human being c. Electronic device used to process information	1. Discuss the term computer. Grobe; p. 9 Rodenstein and Lambert; p.3 Luehrman & Peckham; p. 2-4 Horn & Poirt; p. 11 Dublin & Kelman; pp. 35-57 Shelly & Cashman; pp. 1.1-1.6
2. Historical development a. Early developments 1) Abacus 2) Early calculators (1600's) 3) Jacquard's loom (1804) 4) Babbage's analytical engine (1812) 5) Hollerith's tabulator (1889) b. Recent developments 1) Mark I (1944); first large scale automatic computer 2) ENIAC (1946); first electronic computer 3) Stored programs (1946); EDASC, EDVAC, WHIRLWIND I 4) UNIVAC I (1951); first commercially available computer c. Computer generations 1) First generation a) 1951-1958 b) Vacuum tubes 2) Second generation a) 1958-1964 b) Transistors	2. Describe the historical development of the computer. Ball and Hannah; pp. 8-13 Saba and McCormick; pp. 26-43 Heller & Martin; pp. 19-41; 41-44 Horn & Poirot; pp. 27-38 Shelly & Cashman; pp. 2.1-2.31 Clark & White; pp. 337-357

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a discussion about computers. Ask students to cite examples of computers they have seen or used. 1b. Give the students a list of computer terms. Have them make up questions for the terms. 1c. Have students read a computer related article from a newspaper or magazine. Have them list words they don't understand; ask them to look up the words and write out definitions. 2a. Hold a lecture-discussion on the development of the computer. Show diagrams from books and magazines. 2b. Make a bulletin board identifying important events in the development of the computer. 2c. Demonstrate the use of the abacus. 2d. Have students write a brief report on the development of the computer. 2e. Have students talk to someone who has been using computers for over 10 years. Ask them what changes they've seen during that time. Write a short report.	Written tests short answer Inquiry during class discussion Evaluate list of term and definitions. Horn and Poirot; pp. 22-29 Shelly and Cashman; pp. 1.7-1.17

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
c. Computer generations (cont'd) 3) Third generation a) 1964-1974 b) Integrated circuits 4) Fourth generation a) 1975 - present b) Silicon chips 5) Fifth generation a) 1990 b) New hardware and software	
B. Computer Hardware	
1. Definition--physical components, machinery.	1. Define computer hardware.
2. Type of computer a. Mainframe 1) Fastest and largest 2) Largest memory 3) Used in large industries/ hospitals b. Minicomputer 1) Miniature version of mainframe 2) Smaller memory 3) Department use or in smaller hospitals c. Microcomputer (personal, home or desktop) 1) Smallest 2) Uses microcomputer "chip" 3) Used in all areas of health-care	2. Distinguish among the three major types of computers and their uses. Dublin and Kelman; pp. 63-83 Clark and White; pp. 94-160

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2f. Ask students to interview someone who has worked at a health care facility for a long time, before computers were present. The interview should include questions about how difficult it was to make the transition from manual to automated. Write a report.	
1a. Hold a lecture-discussion on computer hardware. Use diagrams, slides, etc.	Written tests short answer matching multiple choice fill-in-the-blank Saba and McCormick; p. 70 Stern and Liedtke; pp. 46-47
2a. Ask students to research uses for the three types of computers and present these to the class.	Inquiry during class discussion Presentation of research concerning uses of the computer

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Computer Hardware (cont'd)	
3. Hardware components	3. Briefly describe each of the major components of computer hardware.
a. Input unit	
1) Put data into the computer	Grobe; pp. 43-62
2) Types	Trainor; pp. 18-30
a) Keyboard	Sweeney; pp. 7-30
b) CRT terminal	Saba and McCormick; pp. 46-72
c) Magnetic tape	Ball and Hannah; pp. 29-39
d) Paper tape	Stern and Liedtke; pp. 5-10
e) Optical scanner	Heller and Martin; pp. 59-62
f) Light pen	Shelly and Cashman; pp. 1.11-1.13
g) Punched cards	Horn and Poirot; pp. 175-183
b. Central processing unit (CPU)	
1) "Brain" of the computer	
2) Parts	
a) Control unit	
b) Arithmetic/logic unit	
c) Main memory	
1) Read Only Memory (ROM)	
2) Random Access Memory (RAM)	
d) Auxiliary Memory Unit	
1) magnetic disk	
2) floppy disk	
3) hard disk	
c. Output	
1) Provides information generated by the computer system	
2) Devices	
a) Cathode Ray Tube Terminal (CRT) or Video Display Terminal (VDT)	
b) Printer	
c) Magnetic tapes, disks	
d) Graphic display	
e) Voice	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Hold a lecture-discussion on components of computer hardware. Ask students to identify examples of the various types of devices that they have seen.	Written tests short answer matching multiple choice fill-in-the-blank
3b. Using a computer, demonstrate the difference between ROM and RAM.	Inquiry during class discussion
3c. Take a tour of a computer center to identify the various hardware components. Give students a worksheet to complete regarding the tour.	Completion of worksheet
3d. Discuss the use of electronic mail. Identify advantages and disadvantages. If available have students send messages using electronic mail.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
d. Communication devices 1) Computers share data 2) Modem 3) Electronic mail	
C. Computer Software	
1. Definition	1. Define computer software.
a. Set of instructions that give the computer specific orders	Dublin and Kelman; pp. 85-103 Clark and White; pp. 166-196
b. Stored on floppy disk or tape	
2. Systems software (e.g., PC DOS, Apple II)	2. State the purpose of the computer's operating system.
a. Direct operation of the computer	
b. E.g., send messages to the printer	
3. Applications software	3. Cite two examples of applications software.
a. Serves predetermined purpose	
b. E.g., spreadsheet, word processing, data base management	
4. Programming languages	4. Identify the general use of various programming languages.
a. BASIC - microcomputers, education	Grobe; pp. 63-83 Ball and Hannah; pp. 40-45 Stern and Liedtke; pp. 11-15 Saba and McCormick; pp. 73-86 Heller and Martin; pp. 70-77 Dublin and Kelman; pp. 232-236
b. COBOL - business	
c. FORTRAN - science and math	
d. LOGO - graphics	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a lecture-discussion on computer software. Ask students to distinguish between hardware and software.	Written tests short answer matching fill-in-the-blank multiple choice Oral test Saba and McCormick; p. 84
2a. Have students practice use of the computer's operating system in a lab.	Lab practical on the use of operating system
3a. Have students practice use of applications packages in a lab.	Lab practical on use of applications packages
4a. Provide a handout for students of examples of actual programs using the various programming languages.	Written tests matching Evaluation of oral report
4b. Have each student present an oral report on one of the programming languages.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Programming languages (cont'd)	
e. MUMPS - clinical health care	
f. PASCAL - teaching	
g. RPG - business	
D. Computer Skills - Operating a Microcomputer	D1-D4. Practice operation of a microcomputer.
1. Keyboard orientation	Stern and Liedtke; pp. 48-57 Luehrmann and Peckham; pp. 6-11
2. Using disk drives	
3. Removing disks	
4. Using programs from a disk	
E. General Computer Applications	
1. Data processing	E1-E3. Describe three general applications of computers.
a. Converting data into meaningful information	Saba and McCormick; pp. 87-98 Trainor; pp. 36-40 Horn and Poirot; pp. 135-138
b. Instructed by the computer	
2. Word processing	
-- Prepare letters, memos and documents	
3. Process controls	
-- Monitor industrial processes, e.g., robotics	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
D1. Conduct a microcomputer lab or send students to your lab and have them practice use of the microcomputer.	Lab practical of use of microcomputer Stern and Liedtke; pp. 48-57
D2. Have students use a microcomputer to type a paper for a class.	Evaluation of paper typed on a microcomputer
D3. Use the microcomputer to play games.	
E1. Hold a lecture-discussion on general computer applications. Show diagrams of the applications. Ask students to identify examples they have seen or read about.	Oral tests Inquiry during class discussion Evaluate essay on robots
E2. Have students research the use of robots. Ask them to write a brief essay on "How can robotics be used in health care?"	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. Computer Applications in Health Care	
1. Patient care a. Patient monitoring 1) Unstable patients 2) ICU, CCU b. Medical imaging 1) CAT scanning 2) Nuclear Magnetic Resonance (NMR) 3) Ultrasound c. Clinical laboratories d. Medical records (portions) e. Pharmacy 1) Record drugs taken by patients 2) Assist doctors in planning treatments	1. Investigate the patient care uses of computers. Heller and Martin; pp. 98-100 Horn and Poirot; pp. 50-51 Dublin and Kelman; pp. 210-212
2. Hospital information systems (HISs) a. Communications network linking terminals and output devices in key patient care or service areas to a CPU which coordinates all patient care activities b. Uses 1) Billing 2) Payroll 3) Patient records (portions) 4) Inventory 5) Patient care plan c. Advantages and disadvantages	2. Briefly describe the concept of Hospital Information System (HIS). Ball and Hannah; pp. 139-150

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a lecture-discussion on each of the patient care uses of computers.	
1b. Ask students to investigate a use and report to the class.	
1c. Take a tour of a health care facility to examine the various uses. Ask students which types of computers would be found in which types of facilities. e.g. clinic, hospital, long-term care facility.	Oral report of tour
2a. Conduct a lecture-discussion about the Hospital Information System. Identify advantages and disadvantages of automation at the hospital.	
2b. Take a tour of a hospital to examine their HIS. Find out what types of computers are used and what are the uses for the computers.	Oral report of tour
2c. Ask a data processing specialist to report the uses of computers to the class.	Written tests short answer

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Management/administration a. Personnel files b. Scheduling/staffing c. Quality assurance	3. List the uses for computers in health care management. Grobe; pp. 103-113 Saba and McCormick; pp. 164-202 Sweeney; pp. 127-142 Walker and Schwartz; pp. 33-34
4. Education a. Computer-Assisted Instruction (CAI) b. PLATO c. Computer-assisted video instruction d. Computer-managed instruction	4. Practice the use of an educational computer package. Grobe; pp. 115-150 Saba and McCormick; pp. 362-404 Sweeney; pp. 143-169 Zielstorff; pp. 171-205
G. Computer Issues	
1. Privacy, confidentiality, and security a. Privacy - rights of individuals to determine to what extent information about them is to be given to others b. Confidentiality - trust placed in individuals to whom information is disclosed. Will only be used for its intended purpose c. Security - protection of information from access by unauthorized people	1. Discuss problems related to privacy, confidentiality, and security of computer information. Heller and Martin; pp. 133-135 Horn and Poirot; pp. 101-107 Dublin and Kelman; pp. 260-265 Clark and White; pp. 25-29

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Discuss computer uses for managers. Use examples of printouts in your discussion.	
4a. Discuss the use of computers in education. Demonstrate the use of various programs.	
4b. Have students complete a CAI package related to health care.	Assess student completion of educational computer software package.
1a. Hold a lecture-discussion on possible problems relating to computer privacy. Ask students what consequences may occur if these are violated.	Inquiry during class discussion Written tests essay
1b. Have students look at advertisements in several computer magazines. Have them write a brief report on 2 types of security devices that are advertised.	Report on security devices

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Automation a. Machines replacing people b. Health care becoming depersonalized	2. Debate the pros and cons of automation.
3. Artificial intelligence a. Computers can solve abstract problems b. e.g., ask questions, write poetry	3. Report on the use of artificial intelligence. Heller and Martin; pp. 141-142 Horn and Poirot; pp. 134-135
4. Computer crime - act of stealing, embezzling, or defrauding an organization with the use of a computer	4. Identify instances of computer crime. Heller and Martin; pp. 139-141 Dublin and Kelman; pp. 332-334

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Hold a debate concerning the use of automation in health care.	Evaluation of debate
3a. Ask students to research one use for artificial intelligence and report to the class.	Evaluate written/oral report
4a. Ask students to research an instance of computer crime and report to the class.	Evaluate written/oral report

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UNIT XII

HISTORICAL HEALTH AND MEDICAL EVENTS

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1. Overview of Content. 3

2. Core Content

   a. Importance of Knowing Historical Health and Medical Events. . 4

   b. Individuals Who Made Important Contributions. 4

   c. Historical Health Events. 12

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OVERVIEW OF CONTENT

There is much that can be learned from the past. Looking back in time can help us to understand the present. Students in health care should study influencial individuals in medicine, catastropic medical events, and life trends influenced by medicine in order to gain a better appreciation and understanding of present-day medicine.

First, the importance of studying medical history should be discussed. It should be emphasized that medical history can help students to better understand history, present-day trends in medicine, and the relationship between society and medicine.

There have been many individuals who have made contributions to health care. Many individuals stood up against the odds and devoted their lives to the advancement of medicine. These individuals should be appreciated for their efforts. Health occupations students should become familiar with these outstanding individuals.

In medical history, there have been many events of discovery and invention. These events have shaped the course of medical discovery today. Students should be encouraged to examine the pattern of discovery and determine what events of history or aspects of society have influenced medical discovery. For instance, bacteria or blood cells would not have been discovered without the invention of the microscope; and, blood circulation may have been discovered at an earlier period if religious influences did not forbid human dissection.

Medical history influences our lives. Because of medical advancements, the common causes of death have changed since the turn of the 20th Century. Vaccine discoveries for tuberculosis and diphtheria have helped erase these diseases from the list of common causes of death in the 1980's. The increase in death from cancer can be explained by the fact that fewer people are dying of fatal contagious diseases at an earier age, letting cancer develop. Diseases of the heart and circulatory system seem to be on the increase partly because of the high pressures and stress society has placed on individuals and because of the unhealthy habits of people today. Students should be able to make comparisons with the past, in order to see how medicine could influence lives of the present and future.

People are living longer mainly because of medical discoveries. From 1900-1980, life expectancy has increased 25 years (Lane, 1985). Students should be able to contrast life expectancies of different times and propose reasons for the change.

In order to insure that health occupations students fully understand present-day medicine, they should become familiar with medicine of the past. They should be able to study medical history to determine how and why medicine is a part and product of society.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Importance of Knowing Historical Health and Medical Events Topics for consideration: 1. To gain a better understanding of history 2. To understand medical techniques, organization, and underlying ideas 3. To study the growth of medicine in order to understand trends of present-day medicine 4. To realize that medicine is a part and product of society	A. Discuss the importance of the health care worker to know historical health and medical events. Ackerknecht; pp. XV-XX. (See the following unit: Introduction to Health Care)
B. Individuals Who Made Important Contributions Individuals to consider: 1. Sir Fredrick G. Banting (1891-1941) co-discovered insulin for treatment of diabetes 2. Christiaan N. Barnard (1922-) performed first successful human heart transplant 3. Elizabeth Blackwell (1821-1910) first American woman physician 4. Marie Curie (1867-1934) co-discovered radium and polonium 5. Harvey Cushing (1869-1939) developed brain surgery techniques 6. Dorothea Dix (1802-1881) helped found the first public mental hospital for the humane treatment of the insane 7. Charles Richard Drew (1904-1950) American black surgeon; developed blood and plasma banks	B. Identify individuals who have made important contributions to the health field. Whitney; pp. 454-456 Grun: Curie; pp. 431, 451, 457, 463, 465, 507 Hippocrates; p. 11 Koch; pp. 41, 433, 441, 463 Pasteur; pp. 389, 421, 425, 427, 439 Vesluis; p. 229 Ackerknecht: Blackwell; p. 209 Ehrlich; pp. 160, 181, 231-232 Freud; pp. 108, 208-209 Galen; pp. 73-78 Harvey; pp. 105, 113-116 Hippocrates; pp. 55-63 Koch; pp. 159, 178-182, 211 Lister; pp. 154, 179, 188, 191 Pasteur; pp. 159, 177-178, 181, 191, 232 Rush; pp. 139, 221

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
A1. Hold a discussion on the importance of knowing history in general and relate those concepts to the importance of knowing medical history and medical events to the health care worker. Encourage students to share their own ideas about the importance of knowing medical history.	Written tests short answer true/false essay Inquiry - during class discussion
B1. Hold a lecture-discussion session about individuals who have made important contributions to the health field. State the contributions the individuals made and the approximate time when the contribution was made. Discuss any influences (time, social, etc.) that may have made their contribution difficult to make. Discuss how their contribution has influenced present-day medicine.	Written tests short answer multiple-choice matching sentence completion fill-in-the-blank Inquiry - during class discussion Report evaluation - Grade the students' reports on accuracy and completeness. Bulletin board evaluation - grade the project on accuracy, completeness, and creativity.
B2. Have the students pick one of the individuals (listed here or any other additional individuals) and write a report on the individual. Have the students report on the individual, the contribution the person made to the health field, and the personal strengths possessed by the individual. Have students present the report to the class. Discuss. (See Expanded Activity B2).	Rosdahl and Richardson (Workbook); pp. 1-2 Richardson (Testing program); p. 1 Milliken and Campbell (Workbook); pp. 3-4 Story; pp. 1-2

CONTENT

B. Individuals Who Made Important Contributions (cont'd)

Individuals to consider:

8. Paul Ehrlich (1854-1915) developed blood count, chemotherapy to kill germs, and treatment of syphilis
9. John Franklin Enders (1897-) developed measles vaccine
10. Sir Alexander Fleming (1881-1955) discovered penicillin
11. Sigmund Freud (1856-1939) founded psychoanalysis
12. Galen of Pergamum (130-200) systemized medical knowledge of his time
13. Camille Guerin (1844-1926) co-discoverer of BCG vaccine for prevention of tuberculosis
14. William Harvey (1578-1657) discovered circulation of blood
15. Hippocrates (460-377 BC) "Father of Medicine"
16. Edward Jenner (1749-1823) developed vaccination against small pox
17. Robert Koch (1843-1910) discovered microorganisms causing anthrax, tuberculosis, and cholera
18. Anton van Leeuwenhoek (1632-1723) perfected microscope; described bacteria and blood cells
19. Sir Joseph Lister (1827-1912) introduced asepsis in surgery
20. Florence Nightingale (1820-1910) founder of nursing profession

MEASURABLE PERFORMANCE OBJECTIVES
UPON COMPLETION OF THIS UNIT
THE STUDENT WILL BE ABLE TO:

B. Otto:
  Dix; pp. 191
  Freud; p. 191
  Harvey; p. 424
Reynolds:
  Banting; pp. 101, 103-105
  Barnard; pp. 44-45
  Dix; p. 96
  Ehrlich; pp. 24-25
  Fleming; pp. 27-28
  Freud; pp. 97-98
  Harvey; pp. 44
  Koch; pp. 15-16, 44, 74
  Leeuwenhoek; pp. 47-48
  Lister; pp. 58-61
  Nightingale; pp. 19, 70-71
  Pasteur; pp. 3, 8, 11-14, 22, 23, 58,
  Rush; p. 95
  Vesalius; p. 43
  Watson; pp. 84-87
Bettman:
  Curie; p. 305
  Ehrlich; pp. 261, 307
  Freud; pp. 225, 273
  Galen; pp. 42-45
  Harvey; pp. 155-146
  Hippocrates; pp. 22-25
  Jenner; pp. 230-231
  Koch; pp. 288-289
  Leeuwenhoek; p. 164
  Lister; pp. 274-275
  Nightingale; p. 268
  Pasteur; pp. 286-287
  Rush; p. 225
  Vesalius; pp. 120-122
American Nurses' Association:
  Dix; p. 6
  Nightingale; p. 12

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
B3. Have students make a bulletin board on a particular individual each week. Have them write a short biography and a bibliography for the individual. Let them be creative with the decorations on the bulletin board.	

CONTENT

B. Individuals Who Made Important Contributions (cont'd)

Individuals to consider:

21. Louis Pasteur (1822-1895) first to prove bacteria caused disease; developed pasteurization and developed rabies vaccine
22. Benjamin Rush (1745-1813) signer of Declaration of Independence; established first free U.S. medical clinic
23. Jonas Salk (1914-) developed first successful polio vaccine and making advances in AIDS research
24. Andreas Vesalius (1514-1564) wrote first human anatomy textbook
25. James Dewey Watson (1928-) co-discoverer of molecular structure of DNA

MEASURABLE PERFORMANCE OBJECTIVES
UPON COMPLETION OF THIS UNIT
THE STUDENT WILL BE ABLE TO:

B. Duffy:
  Blackwell; pp. 272-273, 280
  Dix; pp. 106-107, 223, 280
  Ender; pp. 244, 246
  Hippocrates; p. 159
  Jenner; pp. 39, 163
  Koch; pp. 230, 310
  Lister; p. 247
  Nightingale; p. 279
  Pasteur; p. 230
  Rush; pp. 45-46, 92-93, 106
  Salk; p. 244
 Kalisch and Kalisch:
  Blackwell; pp. 74-77, 84, 85
  Dix; pp. 23, 46, 50-52, 64, 69
  Fleming; p. 585
  Galen; pp. 4, 8, 15
  Harvey; p. 16
  Hippocrates; p. 2-3
  Jenner; p. 121
  Koch; pp. 119, 129
  Lister; pp. 111, 112, 129
  Nightingale; pp. 34-35, 44-47, 138-139
  Pasteur; pp. 11, 119, 120, 129 585
  Rush; p. 20
  Vesalius; pp. 14-15
 Bordley and Harvey:
  Banting; pp. 225-228
  Barnard; p. 596
  Cushing; pp. 234-238, 307-309
  Dix; p. 730
  Ehrlich; p. 605
  Enders; pp. 260-261, 649-651, 658
  Fleming; p. 452
  Jenner; p. 602
  Lister; pp. 62, 278, 300-301
  Nightingale; pp. 62-63
  Pasteur; pp. 194-195, 526, 602
  Rush; pp. 18, 35, 728, 747
  Salk; p. 652
  Watson; 578

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

B. Donahue:
  Curie; p. 201
  Dix; pp. 230-231, 287, 293-294, 296
  Galen; pp. 81, 131, 197
  Harvey; pp. 196-198
  Hippocrates; pp. 72-73, 76, 81, 131
  Koch; pp. 200-201
  Lister; p. 200
  Nightingale; pp. 238-250
  Rush; p. 272
Hoffman and Lipkin:
  Dix; p. 7
  Harvey; p. 5
  Hippocrates; p. 4
  Jenner; p. 5
  Koch; p. 5
  Lister; p. 5
  Nightingale; p. 6
  Pasteur; p. 5
  Vesalius; p. 5
Rosdahl:
  Dix; p. 5
  Hippocrates; p. 3
  Nightingale; p. 4
Rosdahl (Instructor's Guide); pp. 2-3
Milliken and Campbell:
  Dix; p. 6
  Hippocrates; p. 6
  Nightingale; p. 6
Story; pp. 2-5

(See the following units: Introduction to Health Care, Common Diseases, Wellness, Leadership)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

CONTENT

C. Historical Health Events

650 - Prime of first surgical developments in India
900 - Founding of medical school Salerno
1626 - Human temperature measured
1628 - Blood circulation described
1676 - Bacteria and blood cells discovered
1707 - Pulse rate measured
1733 - Blood pressure measured
1796 - Small pox vaccine used
1816 - Stethoscope invented
1818 - First human blood transfusion
1820 - Quinine, for malaria used
1839 - Iodine used as antiseptic
1842 - Ether used as anesthetic
1853 - Hypodermic syringe used
1860 - "Hysteria" discovered as mental, not a physical disorder
1863 - Red Cross founded
1864 - Pasteurization developed
1865 - Initiation of antiseptic surgery
1880 - Vaccine for chicken cholera discovered
1885 - Rabies immunization
1890 - Diptheria antitoxin
1890 - Tetaus antitoxin
1895 - Wilhelm Roentgen discovers x-rays
1895 - Viruses discovered
1897 - Blood count developed
1898 - Radium discovered
1899 - Aspirin as analgesic
1900 - Blood types discovered
1903 - Electrocardiograph invented
1904 - Chemotherapy first used
1909 - Salvarsan used for syphilis

MEASURABLE PERFORMANCE OBJECTIVES
UPON COMPLETION OF THIS UNIT
THE STUDENT WILL BE ABLE TO:

C. Identify historical health events which were catastropic to human life.

Whitney; p. 465
Grun; (ordered by date)
Otto; pp. 430, 210
Lane; pp. 680, 683-684
Wasco; (by subject)
  Antibiotics; pp. 39-40
  Chemotherapy; pp. 52, 54, 82, 83, 107, 165, 190
  ECG; p. 14
  Transplants; pp. 172-185
  Vaccine for diabetes; p. 88
  Vaccine for pneumonia; pp. 22-26
  X-rays; pp. 129, 133, 293
Bordley and Harvey; (summary)
  pp. 783-398 (by subject)
  Antibiotics; pp. 452-464
  Asepsis; pp. 300-303
  Aspirin; pp. 367-368
  Chemotherapy; pp. 686-694
  Chicken pox; pp. 640
  DNA; pp. 576-577
  Insulin; pp. 223-228, 544
  Rubella vaccine; pp. 430, 660
  Vaccines; p. 604
  X-rays; pp. 314-326
Reynolds; (by subject)
  Anesthesia; pp. 37-40
  Antisepsis; pp. 59-60
  Blood banking; pp. 63-66
  Cancer; pp. 123-124
  Chemotherapy; pp. 24-25
  ECG; p. 53
  Insulin; pp. 103-105
  Penicilin; pp. 27-30, 32-33
  Stethoscope; pp. 30-31
  Transplantation sugery; pp. 69-70

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
C1. Hold a lecture-discussion about historical health events. Discuss how these events were significant to human life. Discuss how one discovery or invention led to another. Discuss how each event has influenced medicine today. C2. Have students devise a timeline consisting of the events list, plus any recent medical events. Assign students another historical topic (Scientific discoveries or inventions, political science, etc.) to research. Have students devise a timeline for the additional topic underneath the medical history timeline. Have students give an oral report. Have them explain the influence of their historical topic on medical history. Discuss how medicine is a part and product of society. C3. Have students write a newspaper article about an event in medical history. Have the students research the event and also research for other events in the time period. Have them write the article, including news of the medical event and of the other events. C4. Have students get into pairs. Have each student compile a list of 8-10 medical events. Have the students scramble their list, so it is out of chronological order. Have the students exchange their lists and unscramble the list into chronological order.	Written tests multiple-choice matching true/false short answer fill-in-the-blank sentence completion Inquiry - during class discussion Project evaluation - Grade timeline on accuracy and completeness. Newspaper article evaluation - Grade article on accuracy and completeness.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Historical Health Events (cont'd) 1913 - X-ray tube invented 1914 - Blood storage developed 1921 - BCG tuberculosis vaccine 1930 - Vaccine for yellow fever 1933 - Whooping cough vaccine 1935 - Blood bank developed 1936 - Cortisone discovered 1937 - Antihistamines discovered 1937 - Heparin use as anticoagulant 1941 - Penicillin, first antibiotic 1950 - First successful human organ transplant 1952 - Isonazid effective against tuberculosis 1953 - Vaccine for polio discovered 1963 - Measles vaccine discovered 1963 - Artificial heart takes over circulation of blood during heart surgery 1967 - First successful human heart transplant 1969 - Rubella vaccine discovered 1970 - Nuclear-powered heart pacemakers implanted 1972 - Computerized Tomography (CT) used for diagnosis 1978 - "Test-tube baby" born 1985 - "Baby Fae" implanted with a baboon heart 1985 - Jarvik-7 artificial heart implanted in human	B. Reynolds; (by subject) Thermometer; p. 46 Vaccine; pp. 13-14 Virus; pp. 10-11, 16-17 X-rays; pp 49-50 Kattleman; (ordered by date) Hoffman and Kipkin; Red Cross; p. 7 Milliken and Campbell; Red Cross; p. 6 (See the following units: Introduction to Health Care, Computer Literacy, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
C5. Have students investigate any recent health events. Have them give a report on the event. Have them report on the event, how it contributes to society, and how it may present problems or issues to society today. Have students discuss their reports.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Common Causes of Death 10 Leading causes of death 1. In 1900 - a. Flu and pneumonia b. Tuberculosis c. Inflammation of parts of the digestive tract d. Circulatory diseases of the brain, including strokes e. Kidney disease f. Accidents g. Cancer h. Certain diseases of infancy i. Diphtheria 2. In 1980 - a. Diseases of the heart b. Cancer c. Ciculatory diseases of the brain, including strokes d. Accidents e. Chronic lung diseases, including strokes f. Pneumonia and flu g. Diabetes mellitus h. Liver disease, including cirrhosis i. Arteriosclerosis j. Suicides (From Otto, J.H., Jullian, C.J., Tether, J.E. and Nassif, J.Z. (1985). "Modern health: Teacher's edition". New York, NY: Holt, Rinehart and Winston. p. 4)	D. Compare the common causes of death at the turn of the century with the common causes of today. Otto; p. 4 Lane; p. 780 Blake, Frye and Pejsach; pp. 40-44 (See the following units: Common Diseases, Wellness)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
D1. Hold a discussion comparing the leading causes of death at the turn of the 20th century and today. Discuss how medical practices and discoveries decrease the incidence of fatal contagious disease. Discuss how the decrease in the incidence of fatal contagious diseases has influenced the increase in the incidence of cancer. Discuss the influence of society's pressures and stress on the incidence of circulatory diseases, cirrhosis, arteriosclerosis, and suicide. (You may have the students add the 10 leading causes of death in 1900 and 1980 to their timeline to help them gain perspective of the medical history.) Discuss how present-day advances in medicine could influence causes of death in the future.	Written tests short answer true/false multiple-choice essay Inquiry - during class discussion
D2. Have students test two or three people on their cancer-risk. Have students select 2-3 adults of different ages and test the adults using the cancer-risk checklist (in Blake, Frye and Pejsach). Discuss the results.	
D3. Have students do the personal application activity (in Blake, Frye and Pejsach). Have students log the cancer-risk agents they encounter in one day. Discuss the results.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Life Expectancy	E. Contrast the life expectancy of today with past periods and explain why people are living longer.
1. In 1900-1902: 49 years 2. In 1959-1961: 70 years 3. In 1969-1971: 71 years 4. In 1980-1983: 74 years	Lane; p. 783 Otto; p. 4
(From Lane, H.U. (ed.) (1985). *The world almanac and book of facts 1986*. New York, NY: Newspaper Enterprise Assoc.)	(See the following units: Common Diseases, Wellness Concept)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
E1. Hold a discussion contrasting the life expectancy of today with past periods. Discuss reasons why people are living longer. (You may have students add the life expectancy years and corresponding dates on their timeline to gain perspective on the subject.)	Written tests multiple-choice short answer true/false essay Inquiry - during class discussion Project evaluation - Grade student reports on accuracy and clarity.
E2. Have students research life expectancies in time periods before and after the times listed here. Have them give explanations for the increase or decrease in an essay or report.	
E3. Have students research their family tree. Have the students research the age range, age of death, and cause of death of several relatives in their family. Have them trace back two to three generations on both sides of their family. Discuss any changes in life span between past generations and between the family sides.	

Expanded Activity B2

Topic:

B. Individuals Who Made Important Contributions.

Student Competency:

B. Identify individuals who have made important contributions to the health field.

Learning Activity:

B. Have the students pick one of the individuals (listed here or any other additional individuals) and write a report on the person. Have the students report on the life of the individual, the contribution the person made to the health field, and the personal strengths possessed by the individual. Have the students present the report in class. Discuss.

Overall Purpose of the Activity:

1. To have students learn about the life of an individual who made important contributions to the health field.
2. To help students identify the personal strengths of individuals.
3. To discuss how personal strengths can help individuals survive and manage the threats posed by a transition.

Directions for Conducting the Activity:

1. Have the students pick one of the individuals who made important contributions to the health field to write a report (use the list provided in the unit or have students select their own).
2. Have them write a report on the life of the individual and a description of the contribution the individual made to the health field.
3. Have them use the Personal Strengths Identification Worksheet to identify the personal strengths possessed by the historical individual. Have them add the personal strengths to the written report.
4. Have the students give their report in class.

5. After the reports have been given, use the Discussion Questions to discuss how personal strengths can help individuals survive and manage the threats posed by transitions. Help students identify transitions the historical individuals may have made in order to successfully make a contribution to the health field.

Suggestions for Evaluation:

Teacher assessment of the written report, oral report, completed Personal Strengths Identification Worksheet, and oral responses to discussion questions.

(Student's Form)

Personal Strengths Identification Worksheet

Directions:

Personal strengths can be categorized into three different psychological characteristics: maturity, personal values, and self-esteem. Identify the maturity, personal values and self-esteem of the historical individuals who made contributions to the health field, by answering the following questions.

1. Under which stage of maturity did the individual fall when they made their contribution? Did their stage of maturity change later in their life? What are your reasons for choosing these stages? Under which stage do you fall?

Stage		Characteristics
a. Impulsive	--	Motivation is apparently random
b. Self-protective	--	Motivation is to satisfy needs
c. Conformist	--	Motivated to impress significant others and gain social acceptance
d. Self-aware	--	A conformist motivated to impress others through personal competence
e. Conscientious	--	Motivated to be competent
f. Individualistic	--	Competence combined with some understanding of self
g. Autonomous	--	Motivated by understanding of self and others
h. Integrated	--	Motivated by increased capacity for tolerance of ambiguity, uncertainty, and responsibility for own destiny. (Presley and Karmos, 1986)

(Student's Form)

2. What did the historical individual feel was most important in life at the time of their contributions? Did his/her values affect decisions he/she made related to the contributions? Do your values affect your actions?

3. Did the historical individual have a low or high self-esteem? Was he/she able to accept himself/herself? Did these feelings of self affect the way he/she made the contribution? How does your self-esteem affect the way you go through a transition?

(Teacher's Form)

Discussion Questions

Ask these questions in a class discussion after all the students have given their reports.

1. Under what stage of maturity did most of the historical individuals fall? Were these stages of maturity correctly identified by the classmate who gave the report? If you would recommend any changes, what would they be?

2. What was the prime motivating force for the majority of the historical individuals? Would the individuals have been as successful if their motivation was random or solely to impress others?

3. What sorts of values were consistent among the historical individuals? Would they have made their contributions to the health field, if they held different values about health care, life, and dedication?

4. Did most of the historical individuals have low or high self-esteem? If they had extremely low self-esteem, would they have been able to make such successful contributions?

5. In what ways did the maturity level, self-esteem level, and values of the historical individuals help them in making their transition from an average individual to a major contributor to the health field?

6. If a person were to have aspirations for making successful contributions to the health field today, what maturity level, self-esteem level, and values would they need to possess?

7. What maturity level should you strive for? What level of self-esteem should you have as a health care worker? What values should you have in order to be a successful health care worker?

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UNIT XIII

MEDICAL TERMINOLOGY

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OVERVIEW OF CONTENT

The terminology associated with the study of medicine dates back as far as three hundred years B.C. The writings of Hippocrates and Aristotle have given us many of the terms used in medicine today. Health care professionals need to have a working knowledge of the language of medicine.

The study of medical terminology is made easier by dividing each term into its component parts. The three distinct parts include the prefix, root word, and suffix. Prefixes are placed before a word and can alter its basic meaning. A suffix is placed after a word and also causes the altering of the word. Suffixes may be simple or compound. Simple suffixes have nothing added to them, whereas compound suffixes are comprised of a base and a suffix. An example of a simple suffix is the term hepatic (pertaining to the liver); "ic" is the suffix meaning pertaining to and "hepat" the root meaning liver. An example of the use of a compound suffix is the term electrocardiography (the process of recording the electrical impulses of the heart). "The process of", is indicated by the simple suffix "y", while the word base "graph" means record. By understanding the Greek and Latin components of each term, students may readily develop the skills necessary to read and understand medical terminology. Accurate pronunciation is also vitally important in the study of medical terminology. In addition to the study of the word components, this unit presents information on abbreviations and symbols used in medical terminology.

The use of medical terminology in the health care field is both interesting and necessary. Texts of all kinds are available that teach the medical language. Texts may be either informational, presenting terminology within specific chapters, or step by step, as in self-instructional programmed texts. Most texts have divided their listings of terms by body system.

This unit serves as an introduction to the study of terminology. It should be taught at an early stage of orientation to health occupations so that students will be able to better understand the unit on specific body systems and other health-care related subjects. Terminology more specific to an advanced topic or subject is presented within the content of corresponding units.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Prefixes and Suffixes in Medical Terminology	
1. Prefixes *See Appendix 1	1. Define common prefixes used in medicine. Spatola; pp. 25-28 Chabner; pp. 93-100 Frenay; pp. 12-16 Young; pp. 8-11 Garber; pp. 19-58 Strand; pp. 9-12
2. Suffixes a. Simple suffixes b. Compound suffixes * See Appendix 2	2. Define common suffixes used in medicine. Spatola; pp. 16-20 Chabner; pp. 70-77 Frenay; pp. 3-6 Young; pp. 11-12 Garber; pp. 97-112 Strand; pp. 12-13 Gross; pp. IV (See the following units: Body Systems, Common Diseases, Microorganisms, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1-2a. Have students practice exercises in matching, defining, word searches and crossword puzzles. 1-2b. Have students establish lists of prefixes and suffixes, and their uses and meanings in a terminology folder or notebook. 1-2c. Have students make posters or a bulletin board showing the common uses of prefixes and suffixes. 1-2d. Have students develop flash cards of the common prefixes and suffixes used in medicine. Have them divide into pairs and quiz each other. 1-2e. Hold a terminology bee. Divide the class into two groups. Have them define prefixes and suffixes spelling-bee style. 1-2f. Give the students a list of medical terms. Have them diagram the terms and pick out the prefixes and suffixes.	Written tests matching fill-in-the-blank short answer word diagramming Oral tests Puzzles--assess on completeness and accuracy. Bulletin board or poster--grade on accuracy and creativity of presentation. Notebook-evaluate on accuracy and completeness. Spatola; pp. 20-23, 28-33 Chabner; pp. 82-85, 104-107 Garber; pp. 117-119, 137, 139-141

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Root Words in Medical Terminology	
* See Appendix 3	1. Define common root words related to medical terminology. Spatola; pp. 1-3 Stegeman; pp. 15-17 Frenay; pp. 6-11 Young; pp. 13-19 Garber; pp. 59-96 Strand; pp. 2-7
	2. Explain the differences in root words based on their Greek or Latin origin. Spatola; pp. 27-28 Thomas; App. 25-28
	3. Use common root words correctly in medical terminology. Leonard; pp. XII Spatola; pp. 36-37 Young; pp. 3-4 Chabner; pp. 108-110 (See the following units: Body Systems, Common Diseases. Microorganisms, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests matching fill-in-the-blank short answer Oral tests
1b. Have student groups research and present terms associated with a particular study or body system.	Group project--assess on accuracy and participation. Notebook--grade on accuracy and completeness.
1c. Have students enter a list of common roots in their notebooks.	Garber; pp. 120-124, 142-47
2a. Discuss differences in the words that originate from the Greek and Latin languages.	Written tests short answer Oral tests
3a. Present the common prefixes and suffixes used with each of the common root words.	Written tests short answer fill-in-the-blank matching word diagramming Oral tests
3b. Conduct individual or team competitions similar to a spelling bee where students must correctly spell and pronounce selected roots and use the root word with a common prefix or suffix.	
3c. Have students play games such as Boggle or Scrabble using only medical prefixes, suffixes and root words.	Games and exercises--assess on accuracy and class participation. Spatola; pp. 43
3d. Give students a list of medical terms. Have them diagram the terms and identify the root words and have them use the root in another medical term.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Abbreviations and Symbols for Health Care Professionals	
1. Abbreviations * See Appendix 4	1. Identify commonly used medical abbreviations. Spatola; pp. 390-395 Stegeman; pp. 250-253 Strand; pp. 21-25 Thomas; App. 15-21
2. Symbols * See Appendix 5	2. Identify commonly used symbols in medicine. Thomas; App. 14 (See the following units: Body Systems, Common Diseases, Microorganisms, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1-2a. Have students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests fill-in-the-blank matching short answer
1-2b. Have students establish lists of abbreviations and symbols, and their uses and meanings. Have them enter them in their notebooks.	Oral tests Puzzles--grade on accuracy and completeness. Notebook--assess on accuracy and completeness.
1-2c. Have students make posters or a bulletin board showing common abbreviations and symbols.	Posters or bulletin board--evaluate on accuracy and creative presentation.
1-2d. Hold competitions asking students to use the abbreviations and symbols in a sentence.	Games--assess on class participation.
1-2e. Develop examples of typical patient's charts or reports from medical examinations, with numerous abbreviations and symbols. Have the students write in words that represent the symbols.	Patient's charts--grade on accuracy and completeness.

APPENDIX #1

Common Prefixes

a-	without	hyper-	above
an-	without	hypo-	under
ab-	away from	in-	in, into, not
ad-	toward	inter-	between
ambi-	two	intra-	within
ana-	back again	meso-	middle
ante-	before	micro-	small
anti-	against	para-	beside
auto-	self	peri-	around
brady-	slow	post-	behind, after
bi-	two	pre-	before, in front of
co-	with	pro-	before, in front of
contra-	against	pseudo-	false
con-	against	pros-	near
de-	from	retro-	backward
dis-	apart	semi-	half
ecto-	outside	sub-	under
en-	within	super-	above, over
endo-	inside	supra-	above, over
epi-	over	syn-	with
ex-	out of	tachy-	fast
extra-	outside of	trans-	across
hemi-	half	tri-	three

APPENDIX #2

Common Suffixes

1. Simple

-ac	pertaining to
-al	pertaining to
-ar	pertaining to
-ary	pertaining to
-e	instrument
-eal	pertaining to
-ia	condition
-ic	pertaining to
-ism	condition, act, process
-ist	one who specializes
-itis	inflammation
-oid	resembling
-oma	swelling, tumor
-osis	condition, act, process
-ous	pertaining to containing secreting
-y	condition, act, process

2. Compound

-algia	pain
-centesis	fluid withdrawal
-ectasis	dilation
-ectomy	excision
-emia	blood condition
-genesis	act of reproducing
-graphy	recording
-logist	one who studies and treats
-logy	act, process of studying
-lysis	dissolution
-orrhea	discharge
-pathy	disease condition
-penta	deficiency
-phobia	abnormal fear
-plasty	surgical reshaping
-plegia	stroke, paralysis
-sclerosis	a hardening
-scope	viewing instrument
-scopy	examination
-stasis	halting, arresting

APPENDIX #2 (cont'd)

Common Suffixes

2. Compound

-stenosis	a narrowing
-tomy	incision
-uria	urine condition

APPENDIX #3

Common Root Words

ADEN	gland	GRAM, GRAPH	record, write
ALG	pain	GYNE	woman
ARTH	joint	HEM	blood
BIO	life	HYDRA	water
CALC	stone	IATRO	treat, cure
CARD	heart	LEUC, LEUK	white
CEPH	head	LITH	stone
CHOL	bile	LUMB	loin
CHONDR	cartilage	MAL	bad
CIS	cut	MEG	great, large
CORP	body	MENS	month
CORT	lark, shell	METR	measure
CUT	skin	MICR	small
CYST	bladder, hollow	MORP	form
CYTE	cell	MYO	muscle
DERM	skin	NEPH	kidney
DORS	back	NEUR	nerve
DYS	pain, difficulty	NOCT	night
ECTA	dilate	OPH, OP	eye, see
EDEM	swell	ORCH	testicle
GEN	origin	OS	bone
GLYC	sweet	OT	ear

PAR	bear or give birth, labor
PATH	sick, bad
PEND	hang down
PHLEB	vein
PHON	sound, voice
PHOT	light
PLAS	speak, utter
PNEUM	air
PNEO	breathe
PSYCH	mind
PULM	lung
SALP	tube
SCLER	hard
SCOP	look at, observe
SECT	cut
STOM	mouth, opening
THERM	heat
THROMB	clot
TOME	cut
TOX	poison
UR	urine
VAS	vessel, duct
VERS	turn
VIT	life
VOLV	turn

APPENDIX #4

Common Abbreviations

abd	abdomen
ant	anterior
AP	anterioposterior
AV	atrioventricular
bid	twice a day
BM	bowel movement
BP	blood pressure
BSA	body surface area
BUN	blood, urea, nitrogen
ca	cancer
cat scan	computerized axial tomography
CBC	complete blood count
CHD	congenital heart disease
CHF	congestive heart failure
CNS	central nervous system
COPD	chronic obstructive lung
CVA	cerebrovascular accident
dx	diagnosis
ECG or EKG	electrocardiogram
EEG	electroencephalogram
GI	gastrointestinal
gm	gram

Hb	hemoglobin
hct	hematocrit
IM	intramuscular
inj	injection
IV	intravenously
l	liter
m	meter
mEq	milliequivalent
mg	milligram
MI	myocardial infarction
ML	milliliter
mm	millimeter
mmHg	millimeters of mercury
NG	nasogastric
NPO	nothing by mouth
PCO_2	partial pressure of carbon dioxide
PO_2	partial pressure of oxygen
PRN	as needed
q	every
qih	every one hour, etc.
qid	four times a day

APPENDIX #4 (cont'd)

Common Abbreviations

qod	every other day
RBC	red blood cell
R/O	rule out
Rx	prescription
SA	sinoatrial
SOB	shortness of breath
SQ	subcutaneous
staph	staphylococcus
STAT	at once
strept	streptococcus

APPENDIX #5

Common Symbols

♀	female
♂	male
:	ratio
∴	therefore
∞	infinity
c̄	with
s̄	without
μg	microgram
≠	not equal to
μ	micron
+	plus, excess
-	minus, deficiency
#	number
=	equals
≈ or ≅	approximately equals
>	greater than
<	less than
≤	equal to or less than
≥	equal to or greater than
≮	not less than
≯	not greater than

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UNIT XIV

MICROORGANISMS

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OVERVIEW OF CONTENT

The study of microorganisms/microbiology, is fundamental to all health occupations areas. Microorganisms exist in the air, on the food that we eat, and on all surfaces. Microorganisms are too small for the human eye to see and must be viewed under a microscope. Viewing different microorganisms under the microscope helps the learner to understand the basic differences and processes of growth.

Two terms that are very important in the study of microorganisms are nonpathogenic and pathogenic. Nonpathogenic microorganisms are those that are not harmful to humans. These microorganisms serve purposes such as allowing milk products to be cultured, causing the decomposition of materials in nature, and helping to control the pathogenic organisms. Contrarily, pathogenic organisms are harmful to humans in that they cause disease. The pathogenic organisms that cause disease are bacteria, fungi, viruses, and protozoa. It is essential that health care workers are aware of the pathogenic microorganisms so that they maintain a safe environment for patients.

The study of bacteria is particularly important to the health occupations. Bacteria are the most abundant group of organisms that exist. They can grow and live under conditions which support no other forms of life. Bacteria live on human beings often causing disease and on non-living matter causing decomposition.

The transmission of bacteria is often a cause of infection. Transmission may occur by direct contact, indirect contact, the spread of droplets such as in coughing, vehicle transmission as in contaminated food or water, and by air such as in dust particles.

Prevention of the transmission of bacteria is an integral part of maintaining a healthy state. Using proper handwashing techniques, providing good personal hygiene, maintaining a clean environment, and recognizing when contamination has occurred are all important factors.

The protists, the disease causing organisms, are also known as pathogens. Pathogens cause disease in a number of different ways. The protists are capable of producing poison toxins, invading and destroying cells and causing allergic reactions. Protists, or pathogens, consist of algae, bacteria, fungi, protozoa, and viruses; all of which are unicellular organisms. Bacteria are the largest group of pathogens. Most are harmless, but essential to life because of their ability to decompose and transform. Seen through a microscope, bacterial cells are either rod shaped bacilli, spherical cocci or curved rods as spirillum, spirochetes, or vibrio. Diseases encountered by exposure to these cells include diptheria, typhoid fever, meningitis, spyhilis and others. Fungi are also simple plants being pathogenic only in the mold or yeast state. Very few types of fungi are pathogenic. Diseases caused by fungi are called mycotic infections and may include athlete's foot and ringworm. Viruses are so minute they are visible only through electron microscopes. Viruses live within cells and typically are classified by the disease they cause. Viral diseases are numerous and often serious. Yellow fever, cold sores, chicken pox, AIDS, and influenza are just a few of the viral diseases. Additionally, viruses typically do not respond to antibiotics like other pathogens. Protozoa, classified as animals, are larger than the other protists and can be found in almost any body of water. Gastrointestinal disturbances are most often associated with protozoal diseases. The protozoa may also cause amoebic dysentary, African sleeping sickness, and malaria.

The growth of microorganisms is favored by moisture, a neutral pH and a dark, moderately temperate environment. Bacteria that use carbon dioxide and other inorganic compounds for food are autotrophic and usually nonpathogenic. The opposite of the autotrophic bacteria are the heterotrophic bacteria which require living or dead organic matter for food. There are two types of heterotrophic bacteria. Parasites utilize the living matter, while saprophytes consume the dead, organic matter. The presence of oxygen also affects bacterial growth. Aerobic bacteria must have oxygen to live, whereas anaerobic bacteria cannot live in an atmosphere with oxygen. For example, tetanus is an anaerobic bacterium that survives only in deep pucture wounds or deep openings in tissue such as experienced in surgery. It cannot survive in an oxygen enriched environment. Favorable conditions for growth vary among organisms and so allow organisms to grow in many different environments. The health care worker should be familiar with these growth conditions in order to prevent the spread of disease.

The tolerance, or virulence of microorganisms and their ability to grow most anywhere make them important in the control of infection. Health care workers need to know the means of transmission and sources of entry. Many ailments are typical to the sources of entry of microorganisms. These sources of entry and associated diseases include: the respiratory tract for its ability to spread tuberculosis, broken skin which allow tetanus, a circulatory system capable of carrying hepatitis, the alimentary tract which allows typhoid fever, the placenta for its ability to transfer smallpox and the genitourinary tract and the urinary tract which are highly susceptible to infection.

The effects of infection vary greatly and depend on factors such as the portal of entry, the number of organisms, the virulence of the organism, and of course the strength or resistance of the host. The disease itself and the factors affecting it determine the course and whether it will be either an acute or chronic infection. Acute ailments usually appear and end quickly, and although treatments may be effective in ending an acute infection, they are not always essential. A fever or lobar pneumonia are examples of acute infections. Chronic infections are long term and typically run a slow course, lasting from weeks to years. Tuberculosis and fungal infections are two examples of chronic infections.

The body has a natural tendency to defend itself against harmful organisms. Skin and mucous membranes help to prevent passage of organisms into the internal systems, while sneezing and coughing may actually expel unwanted microorganisms from the upper respiratory tract. Additional lines of defense include the inflammatory, allergic, and immune responses. The inflammatory response is an effort on the part of the body to get rid of, or reduce the effect of an irritant or bacteria. The immune response is a inherited or acquired ability to combat pathogens by manufacturing antibodies that act against those disease-causing organisms.

Two less common traits of the immune system which are vitally important are anaphylaxis and the rejection syndrome. Both are the body's way of fighting a foreign organism and both cause severe and sometimes deadly results. In certain individuals, a bee sting may result in an allergic anaphylactic response that could potentially lead from diaphoresis to convulsions and possibly death. The rejection syndrome typically occurs after organ, fluid, or tissue transplants when the body fails to recognize this foreign body as its own and attempts to expel or destroy it.

Currently, many different modalities are used in the destruction of microorganisms. These are classified as physical and chemical processes. The more commonly used physical means of destruction include the use of radiation, pasteurization, filtration, dry-heat, autoclave, and boiling. These processes destroy microorganisms by denaturing cell proteins, injuring the cells directly, or inhibiting enzymes.

A variety of chemicals are also used in asepsis and disinfection. Bleach, alcohol, and hydrogen peroxide are all commonly used disinfectants, each with its own advantages and disadvantages. Each aseptic solution, be it soap or a mercuric compound, is selected on its ability to perform in a specific environment. Additionally, aseptic solutions may be called upon to perform a specific type of cell destruction such as a change in cell wall permeability or the combining of proteins to form salts. Users of disinfectants search for the solution with the most ideal qualities or one that fits their needs.

Interestingly, the simple and easy technique of handwashing is the most important factor in controlling the spread of infection. Because infection is transmitted through direct and indirect sources, the practice of maintaining high sanitary levels is vital. Community education, following hospital procedures, applying appropriate techniques, and ensuring personal hygiene, all protect patients from the spread of disease and in so doing, control infection.

The study of microorganisms is important for all health care fields. Health care workers such as infection control specialists, pathologists, and medical technologists apply knowledge of microorganisms to their jobs on a regular basis. Most other health care workers need to have a working knowledge of microorganisms growth, destruction, and effects on society so that they can prevent the spread of infection and disease. By presenting the material included in this unit, teachers will provide students with an orientation to microorganisms that is relevant for most health occupations.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Microorgamisms in Health Care	
1. Terms a. Aerobic b. Anaerobic c. Autotrophic d. Contamination e. Decomposition f. Fermentation g. Habitat h. Heterotrophic i. Host j. Inhabit k. Microbiology l. Microorganism m. Nonpathogen n. Normal flora o. Nosocomial p. Pathogen q. Toxin r. Transmitting s. Susceptible t. Virulence	1. Define common terms related to the study of microbiology. Hartman and Kellum: 5b-6b, 53[illegible] Frobisher: p.3 Badasch: pp. 155-156 Memmler: pp. 14-23 Fong; pp. 345-356 (See the following units: Medical Terminology, Common Diseases, Body Systems)
2. Significance a. Microorganisms predominant cause of disease in humans b. Microorganisms maintain a balance within the body and environment	2. Explain the significance of microbiology and infection control. Fong; p. 11 Badasch; pp. 155-158 Memmler: p. 14 (See the following units: Common Diseases, Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests multiple choice matching short answer
1b. Have students use the terms in sentences, describing micro-organisms in health care facilities.	Oral tests Puzzles-assess on completeness and accuracy. Badasch; workbook pp. 102-112 Instructor guide; pp. 156 Hartman and Kellum; pp. 35b-36b 67b-68b Ferris; pp. 40-44
2a. Discuss and use an audio-visual aid to assist students in grasping the basics of microbiology.	Written tests multiple choice short answer Oral tests Badasch; workbook pp. 102-112 Instructor guide; pp. 156 Hartman and Kellum; pp. 35b-36b 67b-68b Ferris; pp. 40-44

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Nonpathogenic vs. Pathogenic a. Nonpathogenic organisms are used in culturing, fermentation, decomposition, the break down of foods, and to help control growth of pathogens b. Pathogenic organisms cause disease; these organisms include bacteria, viruses, protozoa, and fungi	3. Compare nonpathogenic and pathogenic organisms. Badasch: pp. 156-158 Fong: pp. 142-143 (See the following units: Common Diseases, Body Systems, Nutrition)
4. Preventative measures a. Personal hygiene b. Avoid direct contact c. Refrigerate food d. Use careful handwashing technique e. Dispose of waste properly f. Keep environment insect free g. When sick, stay home h. Wash uniform daily	4. Identify preventative measures in controlling the spread of microorganisms. Fong; p. 11 Badasch; pp. 157-158 Ferris; pp.2 (See the following units: Personal Appearance, Safety, Wellness)
B. The Microscope	
1. Components a. Arm b. Base c. Coarse adjustment d. Eyepiece e. Fine adjustment f. Diaphragm g. Mirror h. Objectives i. Revolving nosepiece j. Stage	1. Identify the components of a compound microscope. Ferris: pp. 4-6 Burton: pp. 51-53 Fong: p. 49

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have students read about nonpathogenic and pathogenic organisms and cite examples of each. Hold a discussion about the differences between the two.	Written tests multiple choice short answer Oral tests Badasch; workbook pp. 102-112 Instructor guide; pp. 156 Hartman and Kellum; pp. 35b-36b 67b-68b Ferris; pp. 40-44
4a. As a class, identify preventative measures in controlling the spread of microorganisms.	Written tests multiple choice short answer Oral tests
1a. Demonstrate the parts of a microscope to the students. 1b. Using a diagram of a microscope, have students memorize each significant component.	Written tests multiple choice matching identification Oral tests Performance tests - assess the student's ability to identify parts of an actual microscope. Ferris; p. 40 Fong; pp. 56-57, 170-176

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Proper usage *(Please refer to the instructions supplied with your microscope.)	2. Demonstrate the proper use of the microscope by focusing on an object or prepared slide. Fong: pp. 48-56
3. Powers of Magnification a. Low power objective: used in observing colonies and larger microorganisms b. High power objective: used in observing small living microorganisms suspended in fluid c. Oil-immersion objective: used in observing stained smears of bacteria or other minute-sized organisms	3. Identify differences in microscope's powers of magnification. Burton; pp. 52-56 Ferris; pp. 4-6 Fong; pp. 42-46
C. The Protists	
1. The 5 protists a. Algae b. Fungi (molds and yeasts) c. Protozoa d. Bacteria e. Viruses	1. Name the organisms which make up the protists. Fong; pp. 110-114 Ferris; pp. 9-11 Memmler; pp. 14-19 Frobisher; pp. 13-15 (See the following units: Body Systems, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Discuss the proper procedure and care of a microscope when viewing objects or slides. Have students practice proper procedure and care of a microscope. 2b. Give students time to use the microscope by having them focus on a slide.	Written tests multiple choice short answer Oral tests Performance tests - assess the student's ability to properly use a microscope. Ferris; p. 40 Fong; pp. 56-57, 170-176
3a. Demonstrate the different powers of magnification on the microscope. Discuss the way the different powers are used. 3b. Have the students use a microscope to view slides at different magnification settings and discuss their findings.	Written tests multiple choice matching short answer Oral tests Performance tests - assess the student's ability to identify different powers of magnification under the microscope. Ferris; p. 40 Fong; pp. 56-57, 170-176
	Written tests multiple choice short answer Oral tests Fong; pp. 115-117, 170-176 Badasch; workbook p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Terms a. Antibiotics b. Bacteriology c. Bacteriophage d. Budding e. Endotoxin f. Exotoxin g. Morphology h. Multicellular i. Mycology j. Mycosis k. Microorganism l. Parasite m. Parasitology n. Saprophyte o. Unicellular	2. Define common terms related to the protists. Hartman and Kellum: pp. 5b-6b Fong: pp. 345-356 (See the following units: Medical Terminology, Body Systems, Common Diseases)
3. Characteristics of yeasts and molds a. Yeasts 1) Single-celled fungi lacking chlorophyll 2) Usually saprophytic, reproducing by budding 3) Growth best in warm, moist areas b. Molds 1) Multicellular fungi requiring air, food, warmth, moisture and darkness for growth 2) May be useful and harmful	3. Explain the structure and function of yeasts and molds. Fong: pp. 118-131 Ferris: pp. 13-14, 18-19 Hartman and Kellum: pp. 7b-9b (See the following units: Body Systems, Common Diseases)
4. Protozoan activities a. Purifying sewage and waste b. Fertilization of soil c. Ability to transmit disease	4. Define protozoa and the nature of its activity. Fong: pp. 132-138 Ferris: pp. 22-25 Hartman and Kellum: pp. 7b-9b (See the following units: Body Systems, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1-2a. Have students practice exercises in matching, defining, word searches, and crossword puzzles. 1-2b. Have students quiz each other on protists and the terms related to protists.	Written tests multiple choice short answer matching Oral tests Badasch; workbook, p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44
	Written tests multiple choice short answer Oral tests Research project - evaluate the project on accuracy and thoroughness. Fong; pp. 121-124, 129-131, 170-176 Badasch; workbook, p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44
	Written tests multiple choice short answer Oral tests Research project - evaluate the project on accuracy and thoroughness.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Effects of bacteria a. Have either pathogenic or nonpathogenic effect on humans and animals b. Act as soil nutrients and provide for decay c. Assist in curing, the retting of flax, and releasing nitrogen	5. Define bacteria and its effect on man. Ferris; pp. 28-29 Hartman and Kellum; pp. 6b-7b Fong; pp. 142-143 (See the following unit: Common Diseases)
6. Characteristics of viruses a. Smallest organism known b. Highly complex c. Obligate parasites d. Have no metabolic functions e. Transmitted directly and indirectly f. Affect most all systems and organs	6. Describe the characteristics of viruses. Hartman and Kellum; pp. 14b-15b Ferris; pp. 11-12, 14-17, 19-21 25-27, 29-34 Hartman and Kellum; pp. ST1-27b (transparancies), ST1-35b - 44b Fong; pp. 150-164 (See the following units: Body Systems, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
	Badasch; workbook, p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44 Fong; pp. 138-141, 170-176
	Written tests multiple choice short answer Oral tests Research project - evaluate the project on accuracy and thoroughness.
	Badasch; workbook, p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44 Fong; pp. 143-148, 170-176
3-6a. Use various audio-visual aids and discuss the protists. Students should be aware of both their advantages and disadvantages to man, their appearance under microscopic conditions, and their growth habits.	Written tests multiple choice short answer Oral tests Research project - evaluate the project on accuracy and thoroughness.
3-6b. Have students select one protist to research for a class presentation. Have them explain the protist: structure and function, the nature of its activity, its effect on man, and its characteristics.	Badasch; workbook, p. 104 Hartman and Kellum; pp. 38b-43b Ferris; pp. 40-44 Fong; pp. 164-169, 170-176
3-6c. Have the students look at different protists under the microscope. Have them observe the structure and function, the nature of its activity, and its characteristics.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Growth Conditions for Microorganisms	
1. Favorable conditions a. Moisture b. Food c. Oxygen or lack of oxygen d. Moderate termperature e. Neutral pH f. Darkness	1. Identify favorable conditions for the growth of microorganisms. Hartman and Kellum; pp. 11b-13b Ferris; pp. 52-53 Fong; pp. 187-191 (See the following unit: Nutrition)
2. Anaerobic vs. aerobic a. Anaerobic organisms cannot live in the presence of oxygen b. Aerobic organisms live only when oxygen is present	2. Distinguish anaerobic and aerobic microorganisms. Hartman and Kellum; pp. 11b-13b Ferris; pp. 52-53
3. Growth characteristics a. Favorable conditions are necessary b. Reproduction is by binary fission c. Toxins, or poisonous waste are excreted d. Growth stops at maximum population	3. Explain how microorganisms grow and multiply. Fong; pp. 194-196 Ferris, pp. 57-58 (See the following unit: Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students list the favorable conditions for the growth of microorganisms.	Written tests short answer multiple choice Oral tests Fong; pp. 191-193 Badasch; workbook pp. 102-112 Harman and Kellum; p. 40b Ferris; pp. 40-44
1b. Discuss microogranism growth conditions in food preservation, wound care, and body cleanliness.	
1c. After consulting with biology department, perform an experiment which monitors conditions favorable for bacterial growth.	
2a. Discuss with students the definition and comparison of anaerobic and aerobic microorganisms.	Written tests matching short answer multiple choice Oral tests Badasch; workbook pp. 102-112 Harman and Kellum; p. 40b Ferris; pp. 40-44
3a. Observe prepared microscopic slides illustrating microorganism reproduction.	Written tests short answer multiple choice
3b. Discuss the growth curve of microorganisms and the importance of early detection of its presence.	Oral tests Fong; pp. 196-197 Badasch; workbook pp. 102-112 Harman and Kellum; p. 40b Ferris; pp. 40-44

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Microorganisms and Infection	
1. Terms a. Carriers b. Communicable c. Contamination d. Decontamination e. Infection f. Vector g. Virulence	1. Define common terms associated with the infection process. Fong; pp. 345-356 (See the following unit: Terminology)
2. Microorganism transmission a. Direct contact b. Indirect contact	2. Name the ways microorganisms are transmitted. Fong; p. 203 Memmler; pp. 21-22 Badasch; pp. 156-158 Hartman and Kellum; pp. 56b
3. Sources of entry a. Skin b. Respiratory tract c. Alimentary tract d. Genitourinary tract e. Placenta f. Circulatory system	3. List the sources of entry abailable to microorganisms. Hartman and Kellum; pp. 54b-55b Fong; pp. 205-206 (See the following unit: Body Systems)
F. The Significance of Immunities	
1. Terms a. Allergy b. Antibodies c. Antigen d. Immune e. Immune response f. Immunology g. Immunization h. Inflammatory i. Serum j. Vaccination k. Vaccine	1. Define common terms related to the immune system. Hartman and Kellum; pp. 77b-78b Memmler; pp. 279-286 Fong; pp. 345-356 (See the follwoing unit: Terminology)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests matching multiple choice Oral tests Puzzles - grade on completeness and accuracy. Hartman and Kellum; pp. 67b-70b Ferris; pp. 80-83 Fong; pp. 206-209, 236-240
2a. Discuss examples of transmission. Have students report on the famous "Typhoid Mary" event.	Written tests short answer multiple choice Oral tests
2b. Discuss the difference, and cite examples, of direct and indirect contact.	Class discussion - assess class participation
2c. Discuss the ways in which AIDS can be transmitted.	Hartman and Kellum; pp. 67b-70b Ferris; pp. 80-83 Fong; pp. 206-209, 236-240
3a. Hold a lecture-discussion on the ways in which microorganisms can enter the body.	Written tests short answer multiple choice Oral tests Hartman and Kellum; pp. 67b-70b Ferris; pp. 80-83 Fong; pp. 206-209, 236-240
1a. Have students practice exercises in matching, defining word searches, and crossword puzzles.	Written tests matching short answer Oral tests Puzzles - evaluate on completeness and accuracy. Hartman and Kellum; pp. 87b-90b Ferris; pp. 80-83

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Body's defense a. Skin and mucous membrane b. Mechanical and chemical actions c. Inflammatory response d. Immune response	2. Identify ways the body resists pathogens. Fong; pp. 210-216 Hartman and Kellum; pp. 78b Memmler; pp. 279-281 (See the following unit: Body Systems)
3. Types of immunities a. Natural immunity b. Acquired immunity 1) Active immunity 2) Passive immunity	3. Match the types of immunities with their descriptions. Memmler; pp. 251-282 Hartman and Kellum; p. 79b Fong; pp. 221-224
4. Acute inflammatory response systems a. Redness b. Heat c. Swelling d. Pain e. Impaired function	4. Identify the symptoms associated with the acute inflammatory response. Memmler; pp. 280 Hartman and Kellum; pp. 79b
5. Allergic response a. Antigen-antibody reaction b. Brought on by allergens c. Does not occur on first exposure because antibodies are not yet produced	5. Explain the allergic response. Memmler; p. 281 Hartman and Kellum; pp. 79b-80b
G. How Microorganisms are Destroyed	
1. Physical means a. Autoclave b. Boiling c. Burning d. Dry-heat oven e. Filtration f. Pasteurization g. Radiation	1. List the major physical means by which microorganisms are destroyed. Fong; pp. 242-248 Burton; pp. 262-271 Smith; pp. 139-145 (See the following unit: Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Give the students examples of ways the body resists pathogens. Discuss how these responses and actions help to resist pathogens.	Written tests multiple choice short answer Oral tests Fong; pp. 216-220, 236-240 Hartman and Kellum; pp. 87b-90b Ferris: pp. 80-83
3a. Hold a discussion about the differences between the different types of immunities.	Written tests matching Oral tests Class discussion - assess on class participation. Fong; pp. 224-228, 236-240 Hartman and Kellum; pp. 87b-90b Ferris; pp. 80-83
4a. Discuss the symptoms the students may have encountered after receiving an infection. Explain the more severe inflammatory responses.	Written tests short answer multiple choice Oral tests
5a. Hold a lecture-discussion on the allergic response. Discuss the differences between the inflammatory and the allergic responses.	Written tests short answer multiple choice Oral tests
1a. Discuss measures of bacterial destruction; relate the different techniques that may be used in a home or hospital.	Written tests short answer multiple choice matching Oral tests Fong; pp. 248-252 Ferris; pp. 98-103

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Physical modes of action a. Coagulation and denaturation of cell protein b. Injury to cell wall or membranes c. Inhibition of enzymes	2. Describe the modes of action used by the physical means of destruction. Ferris: pp. 84-86 Burton: pp. 261-262 (See the following unit: Body Systems)
3. Common aseptic solutions a. Acid b. Alcohol c. Chlorine d. Detergent e. Dye f. Ethylene oxide g. Hydrogen peroxide h. Iodine i. Mercury compounds j. Phenol k. Silver compounds l. Soap	3. Name common solutions used in asepsis and disinfection. Ferris: pp. 89-90 Burton: pp. 272-277 Fong: pp. 253-256
4. Ideal disinfectant qualities a. Attack all types of microorganisms b. Be rapid in its action c. Not be poisonous or harm body tissues d. Be effective even when exposed to organic matter, heat, light, or adverse environments	4. Discuss the qualities of a good disinfectant. Smith; pp. 146-147

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Perform research at a local hospital and find out which departments are concerned with destroying bacteria and what methods are used.	
1c. Discuss the types of materials typically used under each means of microorganism destruction.	
2a. Discuss the modes of action used by physical means of destruction. Explain the concepts at the cellular level with the use of a diagram.	Written tests short answer Oral tests Class Discussion-assess students on class participation. Ferris; pp. 98-103
3a. Have each student report on a different aseptic solution commonly used.	Written tests short answer multiple choice matching Oral tests Student report - evaluate on quantity and quality of information given. Ferris; pp. 98-103 Fong; pp. 256-259
3b. Perform experiments testing the abilities of agents to either stop or slow bacterial growth.	
4a. Present the ideal disinfectant qualities to the class.	Written tests short answer Oral tests
4b. Discuss the consequences of using a disinfectant that possesses poor qualities.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Ideal disinfectant qualities (cont'd) e. Have good penetration powers f. Dissolve easily and mix well with water g. Not be harmful to materials being disinfected h. Not have an unpleasant odor i. Be low cost and easily obtainable	
H. Sources of Control and Infection	
1. Infection sources a. Direct contact with a patient b. Direct contact with a carrier c. Indirect contact with a patient by: air, fomites, food, water, hands or other vectors, dirt and dust	1. Identify sources of infection within the health care facility. Fong; pp. 310-318 Ferris; pp. 125-127 Hartman and Kellum; p. 56b (See the following unit: Introduction to health occupations)
2. Important factors in santitation a. Protection of patient, employee, and community from the spread of pathogenic organisms	2. Explain the importance of practicing sanitary measures. Fong; pp. 310-318 Ferris; p. 125 (See the following Unit: Introduction to health occupations)
3. Handwashing techniques a. Turn on water; adjust temperature b. Rinse hands so water runs off fingertips c. Apply soap to hands and wrists d. Rub hands and wrists in a circular motion e. Use a nail brush if necessary	3. Demonstrate proper handwashing techniques. Bilger; A-2-2, A-2-3 Badasch; p. 160 Fong; p. 316

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students discuss and list all potential sources of infection. Discuss each for its appropriatences.	Written tests short answer multiple choice Oral tests Bilger; A-2-2 and A-2-3 Badasch; workbook p. 107 Ferris; pp. 130-131 Fong; pp. 318-324
2a. Discuss the importance of practicing sanitary measures in a health care facility.	Written tests short answer Oral tests Bilger; A-2-2 and A-2-3 Badasch; workbook p. 107 Ferris; pp. 130-131 Fong; pp. 318-324
3a. Demonstrate the proper techniques in handwashing. 3b. Have students return-demonstrate proper handwashing techniques. 3c. Discuss the reasons for using each step of the techniques and in order.	Performance test - assess the student on proper performance of each step and in sequence. Bilger; A-2-2 and A-2-3 Badasch; workbook p. 107 Ferris; pp. 130-131 Fong; pp. 318-324

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Handwashing techniques (cont'd) f. Rinse hands from wrists to fingers with fingertips downward g. Dry hands with paper towel h. Turn off faucet with paper towel with which hands were dried i. Throw paper towel into wastebasket j. Leave area neat and clean	
4. Infection control a. Maintain a high level of personal hygiene b. Ensure community sanitation standards are high c. Apply appropriate precautionary and isolation techniques d. Control transmission of infections in cases of direct and indirect contact e. Use measures to control infection transmission from the portals of entry and exit, and vectors	4. Explain how to control sources of infection common to the health care facility. Fong; pp. 310-318 Ferris; pp. 125-127 Hartman and Kellum; pp. 58b-59b (See the following units: Introduction to Health Occupations, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Review your local health care facility's infection control manual for actions taken in preventing infection. Discuss how that facility uses these preventative measures.	Written tests short answer Oral tests Class discussion - assess on amount and quality of class participation.
4b. Invite a specialist in infection control to the class to explain the procedures used to prevent the spread of microorganisms. Discuss.	Bilger; A-2-2 and A-2-3 Badasch; workbook p. 107 Ferris; pp. 130-131 Fong; pp. 318-324
4c. Tour a local health care facility and observe the precautions taken in infection control. Discuss.	

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UNIT XV

BODY SYSTEMS

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OVERVIEW OF CONTENT

A firm foundation in the knowledge of the body systems is imperative for those in health care. Even though a health care worker many specialize in caring for one or two specific body systems, he/she should be familiar with all of them. The health of one body system often affects the health of another. This close communication between the body systems is the basis for requiring a "holistic" approach of health care. The whole person must be considered for treatment or care, not just one organ or system. It is important that all the body systems are presented in a way that shows how the systems are interconnected.

First, the terminology basic to anatomy must be presented so the students will be able to readily study the more detailed aspects of anatomy. Another basic concept to be presented is the planes of the body. Students of health care must be able to illustrate the common planes before further study of the anatomical parts takes place.

The cell is the most fundamental structure of the whole body. Cellular structures and their respective functions make up the basis of human life. Students should be able to relate the function of the cell to that of whole body function.

The cavities, systems and organs should be initially discussed as a whole before they are examined individually. The relationship of the cells to the organs and systems of the body should be a major topic of discussion in this unit. Making an association between the organs and body systems will put the whole human anatomy into proper perspective.

Each of the nine body systems (skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, reproductive, & endocrine) covered in this unit are to be presented separately. They are arranged in order with the larger systems first, so that the students can visualize the whole body picture and see interrelationships more easily.

Just as a mechanic must know the function of every part of the auto he/she repairs, so must the health care worker know the function of every part of the human body. Health care students must understand the importance of caring for the whole patient and not just an organ or system, so that they can became holistic health care workers.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Terminology Related to Body Structure and Function	
1. Common terms a. Superior or cranial b. Inferior or caudal c. Anterior or ventral d. Posterior or dorsal e. Medial f. Lateral g. Proximal h. Distal i. Cells j. Tissues k. Organs l. Systems m. Anatomical position	1. Define common terms of the organization and general plan of the body. Memmler and Rada; pp. 3-8 Kapit and Elson; Plate 1 Texas Education Agency (TEA); pp. 1-5 (See the following units: Medical Terminology, Common Diseases, Career Information)
2. Planes of body a. Sagittal b. Median c. Frontal or coronal d. Transverse or horizontal	2. Illustrate planes of the human body. Memmler and Rada; pp. 3-8 Kapit and Elson; Plate 1. Texas Education Agency (TEA): pp. 1-5 (See the following units: Medical Terminology, Common Diseases, Career Information)
B. Cell Structure and Function	
1. Cell Structures a. Cytoplasmic membrane b. Endoplasmic reticulum c. Golgi apparatus d. Mitochondria e. Lysosomes f. Ribosomes g. Nucleus h. Nucleoli i. Cytoplasm	1. Identify the structures of a typical cell. TEA; pp. I 5-6 Ferris and Skelley; pp. 10-12 Kapit and Elson; p. 2 (See the following unit: Microorganisms)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Present the common/terms to the group and briefly explain the organization of the body. 1b. Have the students practice definition and matching exercises to allow retention of common terms.	Written tests matching multiple-choice short answer diagram identification fill-in-the-blank Oral tests TEA; pp. I 11-13 for diagram Memmler and Rada; p. 8 for review questions and workbook p. 13 for a review exercise
2a. Using diagrams and fill-in exercises, allow students to learn the planes of the human body. 1-2b. Show an audio-visual illustrating body structure. 1-2c. Consider having a guest speaker. Discuss the importance of proper terminology in the health care field.	
1a. Using a diagram of a typical cell, label selected components.	Written tests mutliple-choice matching short answer fill-in-the-blank diagram identification Inquiry - during class discussion TEA; pp. I 27-28, 31 for a diagram and evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Cell Structure and Function (cont'd)	
2. Function of cellular structures a. Cytoplasmic membrane - boundary of the cell b. Endoplasmic reticulum - cell's own circulatory system c. Golgi apparatus - produces glycoprotein d. Mitochondria - synthesizes ATP for energy e. Lysomes - a cell's "digestive system" f. Ribosomes - synthesizes protein g. Nucleus - dictates protein synthesis h. Nucleoli - formation of ribosomes i. Cytoplasm - hold cell's supply of major compounds	2. Describe the function of the cellular structures. TEA: pp. I 5-6 Ferris and Skelley: pp. 10-12 Kapit and Elson: p. 2 (See the following unit: Microorganisms)
3. Relationship of cell function to body function a. The cells are the building blocks of the body b. The body's energy originates from the ATP synthesized in the cells c. The DNA within the cell gives the body it's genetic information d. The body's metabolism is directly related to the chemical action in the cells	3. Relate cell function to that of body function. TEA: pp. I 5-6 Ferris and Skelley: pp. 10-12 Kapit and Elson: p. 2 (See the following unit: Microorganisms)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have students explain the function of cellular structures after reading and listening to a lecture.	
3a. Discuss in class the relationship of cell function to the overall function of the body.	
1-3a. Have students watch an audio-visual illustrating cell structure and function.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Body Cavities, Systems, and Organs	
1. Body Cavities a. Thoracic or chest b. Abdominopelvic c. Cranial d. Spinal	1. Locate the four body cavities. Ferris and Skelley; pp. 7-16 TEA; pp. I 6-8 Memmler and Rada; pp. 6-8 (See the following unit: Microorganisms)
2. Major organs in cavities a. Thoracic - lungs and heart b. Abdominopelvic - stomach, intestines, liver, kidneys, urinary bladder, and reproductive organ c. Cranial- brain d. Spinal- spinal cord	2. Locate the major organs associated with each body cavity. Ferris and Skelley; pp. 7-16 TEA; pp. I 6-8 Memmler and Rada; pp. 6-8 (See the following unit: Microorganisms)
3. Relationship of cells to tissues, organs, and systems a. Specialized groups of cells form tissues b. Various tissues that together perform one function form organs c. Several organs that together perform certain related functions form systems	3. Discuss the relationship of cells to tissues, organs, and systems. Ferris and Skelley; pp. 7-16 TEA; pp. I 6-8 Memmler and Rada; pp. 6-8 (See the following unit: Microorganisms)
4. Body systems a. Skeletal b. Muscular c. Circulatory d. Respiratory e. Digestive f. Urinary g. Nervous h. Reproductive i. Endocrine	4. Name the nine body systems. Ferris and Skelley; pp. 7-16 TEA; pp. I 6-8 Memmler and Rada; pp. 6-8 (See the following unit: Microorganisms)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1-2a. Illustrate the location of body cavities and major organs on a diagram. 1-2b. Using diagrams and audio-visuals, allow students to practice locating the major organs and cavities.	Written tests short answer matching multiple-choice fill-in-the-blank Oral tests Ferris and Skelley; pp. 17-18 for an evaluation TEA; pp. I 13, 28-30 for a diagram an evaluation Memmler and Rada,; p. 8 for review questions and workbook pp. 14-17 for review exercises
3a. Discuss the relationship of cells to tissues, organs, and systems with the class.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Body Cavities, Systems, and Organs (cont'd)	
5. Major organs associated with each body system a. Skeletal - Bones and cartilage b. Muscular - muscles and connective tissue c. Circulatory - arteries, veins, and capillaries d. Respiratory - lungs, nose, pharynx, esophagus, trachea, and bronchi e. Digestive - mouth, pharynx, esophaus, stomach, small intestine and large intestine f. Urinary - kidneys, ureters, bladder, and urethra g. Nervous - nerves, spinal cord, and brain h. Reproductive - ovaries, uterous, and vagina or testes and urethra i. Endocrine - thyroid gland, pituitary gland, and adrenal glands	5. Match the major organs associated with each body system. Ferris and Skelley; pp. 7-16 TEA; pp. I 6-8 Memmler and Rada, pp. 6-8 (See the following unit: Microorganisms)
D. The Skeletal System	
1. Common terms a. Bones b. Cartilage c. Ligaments d. Tendons e. Long bones f. Short bones g. Flat bones h. Irregular bones i. Marrow j. Flexion k. Extension l. Abduction m. Adduction n. Rotation o. Circumduction	1. Define common terms associated with the skeletal system. TEA; pp. II 1-38 (includes muscular system) Ferris and Skelley; pp. 19-31 Memmler and Rada; pp. 101-126 (includes muscular system) Kapit and Elson; pp. 8-22 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4-5a. Present to the class the nine body systems and the major organs associated with each body system.	
4-5b. For practice, hand out a list of the nine body systems and have the students list as many major organs under each system as they could remember.	
2-5a. Have the students write a short story about a cell that grew into an organ (of their choice) and became part of a body system.	
1a. Assist students in learning terms by practicing exercises in defining, crossword puzzles, and matching.	Written tests short answer multiple-choice matching Oral tests: identification of bones and joints return demonstration of movement TEA; pp. 15-17, 25-29 for diagrams and an evaluation Ferris and Skelley; pp. 21-22, 24-25, 28-29, 31, 32 for activities, review questions and an evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. The Skeletal System (cont'd)	
2. Functions of the skeleton a. Supporting framework b. Affords protection c. Facilitates movement d. Maintains blood calcium e. Blood cell formation	2. Explain the functions of the skeleton. TEA: pp. II 1-38 (includes muscular system) Ferris and Skelley: pp. 19-31 Memmler and Rada: pp. 101-126 (includes muscular system) Kapit and Elson: pp. 8-22 (See the following units: Medical Terminology, Common Diseases)
3. Divisions of skeleton a. Axial b. Appendicular	3. Identify the two divisions of the skeleton. TEA; pp. II 1-38 (includes muscular system) Ferris and Skelley; pp. 19-31 Memmler and Rada; pp. 101-126 (includes muscular system) Kapit and Elson; pp. 8-22 (See the following units: Medical Terminology, Common Diseases)
4. Major bones a. Skull b. Vertebral column c. Sternum and ribs d. Humerous (right and left) e. Femur (right and left)	4. Locate the major bones of the skeletal system. TEA: pp. II 1-38 (includes muscular system) Ferris and Skelley; pp. 19-31 Memmler and Rada; pp. 101-126 (includes muscular system) Kapit and Elson; pp. 8-22 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
	Memmler and Rada; pp. 126-127 for review questions and workbook pp. 85-105 for exercises and diagrams
2-4a. Use a model to illustrate the basic anatomy and physiology involved with the skeletal system. 2-4b. Have students observe an audio-visual and practice filling in diagrams on the skeletal system.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. The Skeletal System (cont'd)	
5. Types of joints a. Fibrous b. Cartilaginous c. Synovial 1) Ball and socket 2) Hinge 3) Pivot 4) Saddle 5) Gliding 6) Ellipsoidal	5. Identify the main types of joints of the human body. TEA; pp. II 1-38 (includes muscular system) Ferris and Skelley; pp. 19-31 Memmler and Rada; pp. 101-126 (includes muscular system) Kapit and Elson; pp. 8-22 (See the following units: Medical Terminology, Common Diseases)
6. Movement of joints a. Fibrous - no movement b. Cartilaginous - slight movement c. Synovial 1) Ball and socket - flexion, extension, abduction, adduction, rotation, and circumduction 2) Hinge - flexion and extension 3) Pivot - rotation 4) Saddle - abduction and adduction on one axis and flexion and extension on the other axis 5) Gliding - slight gliding motion 6) Ellipsoidal - abduction and adduction on one axis and flexion and extension on the other axis	6. Demonstrate the movement of each major type of joint. TEA; pp. II 1-38 (includes muscular system). Ferris & Skelley,;pp. 19-31 Memmler & Rada; pp. 101-126 (includes muscular system) Kapit & Elson, pp. 8-22 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Present the main types of joints to the students using visual aids.	
6a. By example and the use of teaching aids, such as a skeletal model or audio-visual, discuss and demonstrate joint movement.	
5-6a. Have the students identify each main type of joint on a model or on themselves. Have them return-demonstrate the movement of each type of joint.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. The Muscular System	
1. Common terms a. Fibers b. Striations c. Striated or voluntary d. Nonstriated or visceral e. Fusiform f. Unipennate g. Bipennate h. Circumpennate i. Attachment j. Tendons k. Contraction l. Summation m. Tetanus n. Muscle tone o. Fatigue p. Hypertrophy q. Atrophy r. Rigor mortis	1. Define common terms associated with the muscular system. Kapit and Elson; pp. 23-46 TEA; pp. II 1-38 (includes skeletal system) Ferris and Skelley; pp. 33-40 Memmler and Rada; pp. 117-126 (includes skeletal system) (See the following units: Medical Terminology, Common Diseases)
2. Types of muscles a. Skeletal b. Smooth c. Cardiac	2. List the three principle types of muscles. Kapit and Elson; pp. 23-46 TEA; pp. II 1-38 (includes skeletal system) Ferris and Skelley; pp. 33-40 Memmler and Rada; pp. 117-126 (includes skeletal system) (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have the students develop a word search puzzle using all the common terms associated with the muscular system. Have them exchange their word search puzzles with the classmate sitting next to them. As each student solves their classmate's puzzle, have them define each word they find.	Written tests short answer fill-in-the-blank multiple choice Oral tests Project - summary of guest speaker's talk and discussion Memmler and Rada; pp. 126-127 for review questions and workbook pp. 85-105 (includes skeletal system) for review exercises and diagrams. TEA; pp. II 19-21, 25-29 (includes skeletal system) for review exercises, diagrams, and an evaluation Ferris and Skelley; pp. 34, 36, 38-39, 41, 42 for review questions, activities and an evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. The Muscular System (cont'd)	
3. Function of muscle types a. Skeletal - movement, posture, and heat production b. Smooth - involuntary movements of organs and blood vessels c. Cardiac - involuntary rhythmic contractions of the heart	3. Describe the function of each principle muscle type. Kapit and Elson; pp. 23-46 TEA; pp. II 1-38 (includes skeletal system) Ferris and Skelley; pp. 33-40 Memmler and Rada; pp. 117-126 (includes skeletal system) (See the following units: Medical Terminology, Common Diseases)
4. Major muscles and functions a. Trapezius - squares shoulders - located at the back and neck b. Deltoid - abduction of humerous - located at the shoulder point c. Latissimus dorsi - extends humerous - located at the back d. Pectoralis major - adducts and flexes humerous - located at the chest e. Biceps brachii - flexion and supination of forearm - located at the upper arm f. Triceps brachii - extension of forearm - located at the upper arm g. Gluteus maximus - extension of the thigh - located at the buttock h. Sartorius - flexion, abduction and rotation of thigh - located at the thigh i. Quadriceps femoris - extention of knee and flexion of thigh - located at the thigh j. Hamstrings - flexion of leg and extension of thigh - located at the thigh	4. Describe the major skeletal muscles, their specific functions, and locations. Kapit and Elson; pp. 23-46 TEA; pp. II 1-38 (includes skeletal system) Ferris and Skelley; pp. 33-40 Memmler and Rada; pp. 117-126 (includes skeletal system) (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2-3a. Present the three principle types of muscles to the class, describing their functions.	
3-4a. Have the students describe the function of each principle muscle type and the specific function of the major muscles as a review activity.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. The Muscular System (cont'd)	
5. Attachment and coordination of muscles a. Muscles are attached to skin, other muscles, bone, or cartilage b. Skeletal muscles are attached to bone by tendons c. Skeletal muscles produce movement by pulling on insertion bones across joints d. Skeletal muscles that move parts usually do not lie over the part but are proximal to it e. Skeletal muscles almost always act in groups f. Most movements are produced by the coordinated action of several muscles working together	5. Explain how muscles are attached, and how they work together. Kapit and Elson; pp. 23-46 TEA; pp. II 1-38 (includes skeletal system) Ferris and Skelley; pp. 33-40 Memmler and Rada; pp. 117-126 (includes skeletal system) (See the following units: Medical Terminology, Common Diseases)
F. The Circulatory System	
1. Common terms a. Arteries b. Veins c. Capillaries d. Pulmonary circuit e. Systematic circuit f. Heart beat g. Cardiac cycle h. Bood pressure i. Pulse j. Lymphatic vessels k. Lymph nodes l. Blood type m. Antigen n. Rh factor	1. Define common terms associated with the circulatory system. TEA; pp. IV 1-30 Memmler and Rada; pp. 184-206 Ferris and Skelley; pp. 43-65 Kapit and Elson; pp. 47-66 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4-5a. Using diagrams and visual aids, describe the major skeletal muscles, their specific functions, locations, how muscles are attached, and how they work together.	
5a. Ask a physical educator or physical therapist to be a guest speaker. Have them explain how muscles work together to perform movement during different sports activities.	
5b. Discuss the guest speaker's presentation with the class. Have the class write a summary of the presentation and discussion.	
1a. Allow students practice in matching, defining, and crossword puzzles to learn terms.	Written tests short answer multiple-choice matching Oral tests TEA; pp. 17-27, 31-35 for activities, diagrams, and an evaluation Memmler and Rada, pp. 206 for review questions and workbook pp. 148-165 for review exercises and diagrams Ferris and Skelley; pp. 44-45, 48-49, 52, 54, 57, 60-61, 63, 65, 66-67 for activities, review questions and an evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. The Circulatory System (cont'd)	
2. Function of circulatory system a. Movement of blood throughout body b. Regulation of blood pressure and flow	2. Describe the function of the circulatory system. TEA; pp. IV 1-30 Memmler and Rada; pp. 184-206 Ferris and Skelley; pp. 43-65 Kapit and Elson; pp. 47-66 (See the following units: Medical Terminology, Common Diseases
3. Major components of the circulatory system a. Heart b. Arteries c. Veins d. Capillaries e. Aorta f. Lymphatic vessels g. Lymph nodes	3. List the major components of the circulatory system. TEA; pp. IV 1-30 Memmler and Rada; pp. 184-206 Ferris and Skelley; pp. 43-65 Kapit and Elson; pp. 47-66 (See the following units: Medical Terminology, Common Diseases)
4. Blood a. Composition of blood 1) Red blood cells 2) White blood cells 3) Platelets b. Various blood types 1) Type A - antigen A on red blood cells 2) Type B - antigen B on red blood cells 3) Type AB - both antigen A and antigen B on red blood cells 4) Type O - neither antigen A nor antigen B on red blood cells 5) Rh - positive - Rh antigen is present on red blood cells 6) Rh - negative - Rh antigen is not present on red blood cells	4. Discuss the composition of blood, and the presence of various blood types. TEA; pp. IV 1-30 Memmler and Rada; pp. 184-206 Ferris and Skelley; pp. 43-65 Kapit and Elson; pp. 47-66 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Present the components of blood and the various blood types. You may perform a demonstration on the process of blood typing or have the students type their own blood in a laboratory setting.	
4b. Discuss the need for proper control in blood transfusions as an attempt to curtail the movement of infection and disease.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. The Circulatory System (cont'd)	
5. Part of the heart a. Right atrium b. Tricuspid valve c. Right ventricle d. Pulmonary semilunar valve e. Left atrium f. Bicuspid valve g. Left ventricle h. Aortic semilunar valve	5. Identify the parts of the heart. TEA; pp. IV 1-30 Memmler and RAda; pp. 184-206 Ferris and Skelley; pp. 43-65 Kapit and Elson; pp. 47-66 (See the following units: Medical Terminology, Common Diseases)
6. Exams and procedures a. Blood pressure cuff b. EKG strip c. Vascular radiographs d. Cardiac cineradiographs e. Sonographs f. Nuclear medicine procedures	6. Identify diagrostic tools used to determine the health of the circulatory system. TEA; pp. IV 1-30 Memmler and Rada; pp. 184-206 Ferris and Skelly; pp. 43-65 Kapit and Elson; pp. 47-66. (See the following units: Medical Terminology, Common dDseases)
G. The Respiratory System	
1. Common terms a. Inspiration b. Expiration c. Tidal volume d. Inspiratory reserve volume e. Expiratory reserve volume f. Residual volume g. Minimal volume h. Vital capacity i. Dead space volume j. Eupnea k. Hyperpnea l. Apnea m. Apneusis n. Cheyne-stokes respirations o. Diaphragm	1. Define common terms associated with the respiratory system. Ferris and Skelly; pp. 68-78 TEA; pp. V 1-34 Kapit and Elson; pp. 70-77 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2-5a. Using a model and audio-visual, illustrate the major functions and components of the circulatory system.	
6a. Ask a professional involved in cardiovascular science to speak to the class. Have the speaker present various diagnostic tools for determining the health of the different parts of the circulatory system.	
1a. Have students complete exercises in word recognition, such as matching, word search, and crossword puzzles.	Written tests short answer fill-in-the-blank multiple-choice diagram identification Oral tests Inquiry - during class discussion Project - respiratory therapist interview TEA; pp. V 15-21, 25-29 for activities, diagrams and an evaluation Ferris and Skelley; pp. 69, 72, 74, 76, 77-78 for review questions, activities, and an evaluation Memmler and Rada, p. 257 for review questions and workbook pp. 188-196 for review exercises and diagrams

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
G. The Respiratory System (cont'd)	
2. Major parts of the respiratory system a. Nose b. Pharynx c. Larynx d. Trachea e. Bronchi f. Lungs	2. Locate the major parts of the respiratory system. Ferris and Skelley; pp. 68-78 TEA; pp. V 1-34 Kapit and Elson; pp. 70-77 (See the following units: Medical Terminology, Common Diseases)
3. Function of components a. Nose - fiters, warms, and moistens air b. Pharynx - passageway for food, liquids, and air c. Larynx - contain vocal cords which vibrate to produce the the voice d. Trachea - passageway for air to go into the lungs e. Bronchi - furnishs a passageway directly to the alveoli where the exchange of gases occurs f. Lungs - provides for rapid exchange of gases between air and blood at the alveoli	3. Discuss the function of the respiratory system's components. Ferris and Skelley; pp. 68-78 TEA; pp. V 1-34 Kapit and Elson; pp. 70-77 (See the following units: Medical Terminology, Common Diseases)
4. Mechanics of respiration a. Contraction of the diaphragm b. Chest muscles elevate and enlarge the thorax c. Intrathoracic pressure decreases d. Lungs expand e. Intrapulmonic pressure decreases below atmospheric level f. Gas pressure gradient is established g. Air moves into lungs	4. Describe the mechanics of respiration. Ferris and Skelley; pp. 68-78 TEA; pp. V 1-34 Kapit and Elson; pp. 70-77 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2-3a. Use a model to assist in identifying parts of the respiratory system.	
2-3b. Have a class discussion and/or show an audio-visual outlining the functions of the respiratory system.	
2-3c. Have students practice labeling diagrams in groups or individually.	
4a. Have a class discussion and/or show an audio-visual describing the mechanics of respiration.	
4b. Ask students to observe a model or class mates breathing action and have them describe it as it related to the studied mechanics.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
G. The Respiratory System (cont'd)	
5. Special equipment a. Bronchoscope b. Oxygen equipment c. Suction apparatus d. Tracheostomy tube e. Respirator f. Stethoscope	5. Discuss the special equipment used for respiratory tract treatments. Ferris and Skelly; pp. 68-78 TEA; pp. V 1-34 Kapit and Elson; pp. 70-77 (See the following units: Medical Terminology, Common Diseases)
H. The Digestive System	
1. Common terms a. Digestion b. Absorption c. Saliva d. Gastric secretion e. Pancreatic secretion f. Bile g. Peristalsis h. Mucous lining i. Sphincter muscles j. Mastication k. Deglutition l. Defecation	1. Define the common terms associated with the digestive system. Memmler and Rada; pp. 218-237 TEA; pp. III 1-42 Ferris and Skelley; pp. 79-91 Kapit and Elson; pp. 78-87 (See the following units: Medical Terminology, Common Diseases)
2. Organs of the digestive system a. Mouth b. Salivary glands c. Teeth d. Pharynx e. Esophagus f. Stomach g. Small intestine h. Large intestine i. Liver j. Gall bladder k. Pancreas	2. Locate the organs of the digestive system on a diagram. Memmler and Rada; pp. 218-237 TEA; pp. III 1-42 Ferris and Skelley; pp. 79-91 Kapit and Elson; pp. 78-87 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Have students interview a respiratory therapist or ask one to speak to the class. Have the therapist explain his/her role in maintaining a patient's respiration either in class or during the interview. Have the therapist show the class equipment used to treat the respiratory tract.	
1a. Have students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests short answer multiple choice fill-in-the-blank Oral tests Presentation - evaluate the presentation on accuracy and completeness Ferris and Skelly; pp. 81-82, 83-85, 87, 88-89, 90-91, 92-93 for activities, review question and an evaluation Memmler and Rada; pp. 237-238 for review questions and workbook pp. 175-186 for review exercises and diagrams TEA; pp. III 17-23, 29-37 for activities, diagrams and an evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
H. The Digestive System (cont'd)	
3. Function of organs a. Mouth - receives food and liquids b. Salivary glands - help to start the digestive process c. Teeth - helps to break down food into small pieces d. Pharynx - a passageway for food, liquids and air e. Esophagus - a passageway for food, liquids to the stomach f. Stomach - contracts and secretes gastric juices to digest food and also, absorbs water, alcohol and certain other drugs g. Small intestine - completes digestion of foods; receives pancreatic secretions, bile, and intestinal juices; and absorbs end products of digestion h. Large intestine - absorbs water and eliminates waste products i. Liver - secretes bile j. Gall bladder - concentrates & stores bile and ejects bile into small intestine k. Pancreas - secretes pancreatic juices into small intestine	3. Explain the function of each component associated with the digestive system. Memmler and Rada; pp. 218-237 TEA; pp. III 1-42 Ferris and Skelley; pp. 79-91 Kapit and Elson; pp. 78-87 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2-3a. Using a model, locate and discuss each organ. An audio-visual on the digestive system might be helpful. 2-3b. Have each student research one of the digestive organs for presentation. Have them locate the organ on a model or diagram and explain its function.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
H. The Digestive System (cont'd)	
4. Action and purpose of gastric juices	4. Describe the action and purpose of the gastric juices.
a. Gastric juices contain enzymes which aid in the digestion of foods b. Certain foods trigger the secretion of the hormone gastrin which cause further gastric juice secretion c. Gastric juice contain hydrochloric acid, which helps prevent infection from entering body	Memmler and Rada; pp. 218-237 TEA; pp. III 1-42 Ferris and Skelley; pp. 79-91 Kapit and Elson; pp. 78-87 (See the following units: Medical Terminology, Common Diseases)
I. The Urinary System	
1. Common terms	1. Define common terms associated with the urinary system.
a. Urine b. Excretion c. Filtration d. Reabsorption e. Toxins f. Nephron g. Renal corpuscle h. Renal tubules i. Dialysis j. Renal failure k. Transplant l. Urination or expulsion m. Suppression	Kapit and Elson; pp. 88-92 Memmler and Rada; pp. 258-272 Ferris and Skelley; pp. 96-98 TEA; pp. VII, 1-35 (See the following units: Medical Terminology, Common Diseases)
2. Part of the urinary system	2. Identify the parts of the urinary system.
a. Kidneys b. Ureters c. Bladder d. Urethra	Kapit and Elson; pp. 88-92 Memmler and Rada; pp. 258-272 Ferris and Skelley; pp. 96-98 TEA; pp. VII, 1-35 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Discuss with the class the action and purpose of the gastric juices.	
1a. Assist students in learning terms by practicing exercises in defining, crossword puzzles and matching.	Written tests short answer fill-in-the-blanks multiple-choice Oral tests Inquiry - during class discussion Memmler and Rada; pp. 272 for review questions and workbook pp. 198-208 for exercises and diagrams Ferris and Skelley, pp. 98, 103 for activities review questions and an evaluation TEA; pp. VII 15-19, 25-28 for exercises and evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
I. The Urinary System (cont'd)	
3. Function of urinary parts a. Kidneys - excrete urine and influences blood pressure b. Ureters - collects and drains urine to bladder c. Bladder - reservoir for urine d. Urethra - passageway for expulsion of urine from body (in males it also carries reproductive fluid out of the body)	3. Describe the function of the urinary system's components. Kapit and Elson; pp. 88-92 Memmler and Rada; pp. 258-272 Ferris and Skelley; pp. 96-98 TEA; pp. VII, 1-35 (See the following units: Medical Terminology, Common Diseases)
4. Formation of urine a. Glomeruli filter the plasma from the blood b. Tubules reabsorb water and dissolved substances c. Tubules secrete urine to the center of the kidney	4. Explain the steps in the formation of urine by the kidneys. Kapit and Elson; pp. 88-92 Memmler and Rada; pp. 258-272 Ferris and Skelley; pp. 96-98 TEA; pp. VII, 1-35 (See the following units: Medical Terminology, Common Diseases)
5. Kidney dialysis & transplant a. Kidney dialysis - for patients with defective kidney function, hemodialysis and peritoneal dialysis collects urine from the blood by the process of diffusion b. Kidney transplant - for patients with complete renal failure to a kidney - transplant success is increased by the use of a closely related donor.	5. Compare the use of kidney dialysis and transplant in renal failure. Kapit and Elson; pp. 88-92 Memmler and Rada; pp. 258-272 Ferris and Skelley; pp. 96-98 TEA; pp. VII, 1-35 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2-3a. Review urinary anatomy by using a model or audio-visual. Discuss the function of each component. Have students practice by labeling a diagram of the urinary system and kidney.	
4a. Have students research this topic and discuss it in class.	
5a. Discuss as a class this issue and invite a guest speaker who is involved in hemodialysis.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. The Nervous System	
1. Common terms a. Nerve fibers b. Neurons c. Gray matter d. White mater e. Meninges f. Ventricles g. Brain waves h. Cerebrospinal fluid i. Sympathetic j. Parasympathetic k. Reflex l. Impulse m. Motor n. Sensory o. Axons p. Dendrites q. Synapes r. Afferent s. Efferent	1. Define common terms associated with the nervous system. Kapit and Elson; pp. 112-142 Memmler and Rada; 128-152 Ferris and Skelley; pp. 129-152 TEA; pp. VI, 1-69 (See the following units: Medical Terminology, Common Diseases)
2. Divisions of the nervous system a. Central nervous system b. Peripheral nervous system c. Autonomic nervous system	2. Identify the three divisions of the nervous system. Kapit and Elson; pp. 112-142 Memmler and Rada; pp. 128-152 Ferris and Skelley; pp. 129-142 TEA; pp. VI, 1-79 (See the following units: Medical Terminology, Common Diseases)
3. Parts of the brain and spinal cord a. Brain 1) Cerebrum 2) Midbrain 3) Pons 4) Medulla 5) Cerebellum b. Spinal cord 1) Gray matter 2) White matter 3) Spinal nerves - 31 pairs	3. Identify the component parts of the brain and spinal cord. Kapit and Elson; pp. 112-142 Memmler and Rada; pp. 128-152 Ferris and Skelley; pp. 129-142 TEA; pp. VI, 1-69 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students complete exercises in word recognition. Include items such as matching, word searches, and crossword puzzles.	Written tests short answer fill-in-the-blank multiple-choice matching diagram identification Oral tests Memmler and Rada; pp. 152-153 for questions, workbook pp. 107-126 for exercises and diagrams TEA; pp. VI 25-33, 43-45, 51-54 for diagrams, exercises and an evaluation Ferris and Skelley; pp. 130, 132-133, 136, 142, 142-144 for activities, review questions and evaluation
2a. Discuss the nervous system divisions, their function and purpose.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
J. The Nervous System (cont'd)	
4. Function of parts of brain and spinal cord	4. Describe the functions of the components associated with the brain and spinal cord.
a. Brain 1) Cerebrum - performs sensory, motor and integrative functions 2) Midbrain - relays visual and auditory reflexes to the brain 3) Pons - a link between the cerebellum and the rest of the nervous system and plays a part in controlling respiration 4) Medulla - controls muscles of respiration, helps to slow heart rate, and helps to determine blood pressure	Kapit and Elson; pp. 112-142 Memmler and Rada; pp. 128-152 Ferris and Skelley; pp. 129-142 TEA; pp. VI, 1-69 (See the following units: Medical Terminology, Common Diseases)
b. Spinal cord 1) Gray matter - reflex center for all spinal reflexes (holds neurons of nerve cells) 2) White matter - holds axons of nerve cells 3) Spinal nerves - conduct impulses to and from spinal cord	
5. Types of neurons	5. List the types of neurons their and function.
a. Receptors - nerve endings in body parts receiving stimuli b. Effectors - nerve endings in body part carrying out actions	Kapit and Elson; pp. 112-142 Memmler and Rada; pp. 128-152 Ferris and Skelley; pp. 129-142 TEA; pp. VI, 1-69 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3-5a. Use a model, class discussion and/or audio-visual to outline the necessary anatomy and physiology of the nervous system.	
3-5b. Discuss the significance of neuron function to total body function.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
K. The Reproductive System	
1. Common terms a. Ovum b. Sperm c. Zygote d. Embryo e. Ovulation f. Menstration g. Menopause h. Ejaculation i. Hormones	1. Define common terms associated with the reproductive system. Kapit and Elson; pp. 93-103 Memmler and Rada; pp. 287-307 Ferris and Skelley; pp. 105-113 TEA; pp. VIII, 1-30 (See the following units: Medical Terminology, Common Diseases)
2. Parts of reproductive system a. Male 1) Testes 2) Vas deferens 3) Seminal vesicles 4) Prostrate gland 5) Bulbourethral glands 6) Penis b. Female 1) Overies 2) Fallopian tubes 3) Uterus 4) Vagina	2. Identify parts of the male and female reproductive system. Kapit and Elson; pp. 93-103 Memmler and Rada; pp. 287-307 Ferris and Skelley; pp. 105-113 TEA; pp. VIII, 1-30 (See the following units: Medical Terminology, Common Diseases)
3. Functions of the reproductive organs a. Male 1) Testes - produce sperm 2) Vas deferens - carry sperm to the urethra 3) Seminal vesicles - produces a nourishing secretion for sperm 4) Prostrate gland - produces a prostatic secretion for sperm nourishment 5) Bulbourethral glands - produces mucus for lubrication and nourishment 6) Penis - carries semen out of the body	3. Describe the function of the reproductive organs. Kapit and Elson; pp. 93-103 Memmler and Rada; pp. 287-307 Ferris and Skelley; pp. 105-113 TEA; pp. VIII, 1-30 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have the students practice definitions through word recognition drills such as matching and crossword puzzles.	Written tests short answer fill-in-the-blank multiple-choice matching diagram identification Oral tests Inquiry- during class discussion
2a. Use a diagram to assist students in learning and labeling the parts of the reproductive system.	Memmler and Rada; pp. 306-307 for examples of questions, workbook pp. 216-229 for review exercises Ferris and Skelley; pp. 106, 109-110, 111-112, and 113 for activities, review and an evaluation TEA; pp. VIII 11-17, 21-27 for activities and an evaluation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
K. The Reproductive System (cont'd)	
3. Functions of the reproductive organs (cont'd)	
b. Female 1) Ovaries - store ova 2) Fallopian tubes - carry the ovum to the uterus and fertilization occurs here 3) Uterus - embryo attaches and grows here 4) Vagina - excretory duct for uterine secretion and serves as part of the birth canal	
4. Phases of pregnancy	4. Discuss the phases of pregnancy.
1) Fertilization - sperm fertilizes the ovum 2) Cleavage or segmentation - multiplication of cells of the zygote 3) Development of placenta - placenta develops to nourish fetus 4) Differentiation of cells - 3 germ layers are produced 5) Histogenesis - formation of various tissues occur	Kapit and Elson; pp. 93-103 Memmler and Rada; pp. 287-307 Ferris and Skelley, pp. 105-113 TEA; pp. VIII 1-30 (See the following units: Medical Terminology, Common Diseases)
L. The Endocrine System	
1. Common terms	1. Define common terms associated with the endocrine system.
a. Hormones b. Endocrine glands c. Target organ cells d. Secretion e. Sex hormones f. Prostaglandins	Kapit and Elson, pp. 106-111 Memmler and Rada; pp. 273-286 Ferris and Skelley; pp. 114-128 TEA; pp. IX, 1-43 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3-4a. As a class, discuss the function of reproductive organs and the phases of pregnancy.	
1-4a. Invite a guest speaker to class. Guest speakers may include a nurse practitioner, a midwife, or someone from a community health service.	
1-4b. Show an audio-visual describing the reproductive organs, organ function, and phases of pregnancy. Discuss content in class.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
L. The Endocrine System (cont'd)	
2. Glands a. Pituitary gland b. Pineal gland c. Thyroid gland d. Parathyroid gland e. Thymus f. Adrenal glands g. Islands of Langerhans h. Gastric and intestinal mucosa i. Ovaries j. Testes k. Placenta	2. List the glands of the endocrine system. Kapit and Elson: pp. 106-111 Memmler and Rada: pp. 273-286 Ferris and Skelley: pp. 114-128 TEA: pp. IX. 1-43 (See the following units: Medical Terminology. Common Diseases)
3. Functions of glands a. Pituitary gland - secretes hormones that promote body growth, increase blood glucose levels, stimulate milk secretion, maintain corpus luteum, growth and maintenance of thyroid gland, growth and maintenance of adrenal cortes, stimulates secretion of sex hormones, darken skin, decrease urine output b. Thyroid gland - secretes hormones that regulate physical and mental development, sexual maturity, and decreases calcium levels in the blood c. Parathyroid gland - secretes hormones that increases calcium levels in the blood, accelerates excretion of phosphates from blood to urine	3. Describe the functions of the major endocrine glands. Kapit and Elson: pp. 106-111 Memmler and Rada: pp. 273-286 Ferris and Skelley; pp. 114-128 TEA; pp. IX. 1-43 (See the following units: Medical Terminology. Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
	Memmler and Rada; pp. 286 for review questions, workbook pp; 209-215 for review exercises Ferris and Skelley; pp. 115, 117-118, 120, 122, 123-124, 126-127, 128 for review questions, activities and an evaluation TEA; pp. IX 21, 23-25, 27, 31-37 for activities, diagrams, and evaluation
1-3a. Present definitions, names, and functions through exercises and work skills drills such as matching and charting.	Written tests short answer fill-in-the-blank matching diagram identification Oral tests Chart completion - evaluate or completeness and accuracy

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
L. The Endocrine System (cont'd) 3. Functions of glands (cont'd) d. Adrenal glands - secretes hormones that accelerate tissue protein mobilization and fat mobilization, maintain normal blood pressure, decrease immunity and allergic reactions, increase renal reabsorption of minerals, secrete sex hormones, stimulate cardiac muscle	
4. Location of glands a. Pituitary gland - Cranial cavity (Sella turcica) b. Thyroid gland - Neck (below larynx c. Parathyroid gland - neck (lower portion of thyroid) d. Adrenal gland - abdominal cavity (atop kidneys)	4. Identify the location of the major endocrine glands. Kapit and Elson; pp. 106-111 Memmler and Rada; pp. 273-286 Ferris and Skelley; pp. 114-128 TEA; pp. IX, 1-43 (See the following units: Medical Terminology, Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Use a model and diagram to practice locating the endocrine glands.	
1-4a. Develop a chart of the names, functions, and locations of the major endocrine glands. Leave blanks in the chart. Have the students fill in the blanks to complete the chart. Discuss the charts after completion.	

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UNIT XVI

COMMON DISEASES

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OVERVIEW OF CONTENT

In today's health care system, much attention is placed on the prevention of illness and the maintenance of each individual's well-being. The study of the causes and effects of diseases is important because of its profound impact on individual lives as well as society as a whole. All of us, either directly as health care professionals, or indirectly as a part of the community, assist in the prevention of disease and maintenance of health.

Each individual or involved agency has a responsibility to attain a current knowledge in disease prevention. Responsibilities include: maintaining a safe environment, allowing for adequate and healthy food supplies, providing satisfactory medical care and education, keeping individuals in a healthy state, and protecting against disease when possible through knowledge and research. Teachers and students should relate the study of diseases to the more in-depth information presented in the units on safety, wellness, and nutrition.

Common terms are included in this unit to enable students to better grasp the fundamentals of the disease process. Many of the terms are encountered frequently by all health care professionals.

Diseases are considered to be either communicable or noncommunicable. Noncommunicable diseases appear to be the leading cause of death. Communicable, or "caught" diseases are differentiated from noncommunicable diseases by the infectious process. Understanding which diseases are considered communicable and how they are dealt with may sharply reduce the prevalence of disease.

There are numerous classifications of the disease process, each being responsible for a variety of diseases. The basis of these classifications range from heredity to psychological. An example would be a nutritional deficit, such as osteoporosis, which is the result of a lack of calcium in one's diet. Another disease, anemia, is the result of "iron poor blood." Congenital diseases, originating at birth, include heart and digestive system defects that might be severe enough to require surgery to sustain life. There are many other classifications and associated diseases.

The diseases discussed in this unit are presented according to body system. Primary focus is placed on common diseases and disorders. Also included is a discussion of diseases that have been the most common causes of death. In the early 20th Century, influenza, pneumonia, and tuberculosis, all infectious diseases, were the most common causes of death. Recent statistics show that heart disease and cancer, both chronic diseases, are the two leading causes of death, while gonorrhea and syphilis are the most common diseases in existence. Advances in technology have significantly reduced the number of diseases and disorders experienced by infants.

Environment, life style, medical technology, and research have great influence over the impact of disease on our lives. All individuals should assume the responsibility of ensuring that they maintain a healthy environment and life style in order to prevent disease. Community responsibility includes the organization of both public and private agencies, such as the Department of Public Health, the Center for Disease Control, and the American Cancer Society. Groups such as these help in the research, prevention, and public education regarding disease.

The information provided in this unit can help to serve as the basis for understanding the impact of disease on health care. Teachers are encouraged to help students become more aware of the disease process and the effect it has on their daily lives.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. The Disease Process	
1. Disease: Its meaning	1. Discuss the definition of disease. Boyd; p. 55 Memmler; p. 11 Smith; p. 430 Meeks; p. 175 (See the following unit: Medical Terminology)
2. Terms a. Anatomy b. Antibiotic c. Atrophy d. Benign e. Cytology f. Endemic g. Epidemic h. Etiology i. Histology j. Hypertrophy k. Idiopathic l. Incidence m. Malignant n. Metastasize o. Palliative p. Pathogen q. Pathology r. Penicillin s. Physiology t. Systemic	2. Define common terms related to the study of disease. Burk; pp. 40-56 Memmler; pp. 12-14 (See the following unit: Medical Terminology)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students use a number of references to obtain different definitions of disease.	Written tests short answer fill-in-the-blank Oral tests Class participation Definitions: assess the definitions on accuracy and completeness.
1b. As a class, discuss a number of definitions and compose one that all will understand.	
2a. Have the students practice exercises in matching, defining, word searches, and crossword puzzles. The use of flashcards may also be helpful.	Written tests short answer fill-in-the-blank matching multiple-choice
2b. As the class size permits, have each student define one to two words and report back to class.	
2c. Make a bulletin board showing the most important terms and their meanings.	
2d. Have the students make a notebook of terms. For each body system, define and cite examples of each disease and disorder. Have the students keep this notebook for any additions throughout the program.	Notebook - assess the notebook on quantity, quality and accuracy of definitions.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Communicable vs. noncommunicable diseases	3. Differentiate between the two types of diseases and their relevance to infection. Jones: p. 1, 45 Smith: pp. 83 Meeks: pp. 174-183 (See the following units: Medical Terminology, Microorganisms)
4. Classification of disease a. Chemical b. Congenital c. Hereditary d. Iatrogenic e. Idiopathic f. Infectious g. Inflammatory h. Metabolic i. Nutritional j. Physical k. Psychologic l. Traumatic m. Tumors n. Vascular	4. Distinguish between disease classifications and their resulting disease processes. Body: pp. 58-74 Smith: pp. 432-434 (See the following units: Medical Terminology, Nutrition, Psychology of Illness, Wellness Concept)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Discuss the definition of both terms.	Written tests short answer multiple choice fill-in-the-blank Meeks; pp. 187-189 Oral tests Class participation Plan - evaluate plan on completeness accuracy.
3b. Have the students make a plan that involves how they would prevent spreading a cold or other communicable disease. Use role playing or develop a skit.	
3c. In groups, ask students to research and list as many communicable and noncommunicable diseases as they can.	
3d. View and discuss an audio-visual on the risks and preventative measures for communicable diseases.	
4a. Have students find diseases that fit each of the classifications during their studies of each system.	Written tests short answer multiple choice fill-in-the-blank Oral tests Class participation
4b. Using the examples obtained by each student, discuss the differences and the process of action of each disease.	
4b. Have the students make up a bulletin board depicting the disease classes. Have them add diseases to the board as they study them.	Bulletin board - evaluate the board on accuracy and amount of participation in completing the project.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Diseases and Disorders Within Each of the Body Systems	
1. The skeletal system BONES a. Back disorders b. Kyphosis c. Lordosis d. Osteomalacia e. Ostemyelitis f. Osteoporosis g. Rickets h. Scolisis JOINTS i. Arthritis j. Dislocations k. Fractures l. Intervertebral disorders m. Rheumatic fever n. Sprains o. Strains	1. Identify common diseases and disorders of the skeletal system including charactistics, causes, and effects of each disease. Badasch; pp. 84-86 Boyd; pp. 591-613 Burke; pp. 132-135 Cornett; pp. 91-93 Memmler; pp. 101-106 Smith; pp. 632-641 (See the following units: Body Systems, Safety, Medical Terminology, Nutrition, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have the students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
1b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebook - assess the accuracy and completeness of the notebook.
1c. Have the students make a poster illustrating the effect each disease and disorder has on the body.	Poster - grade on accuracy of information, completeness, and creativity of the presentation of facts.
1d. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - grade on quantity, and quantity and accuracy of information.
1e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. The respiratory system	2. Identify common diseases and disorders of the respiratory system including characteristics, causes, and effects of each disease.
NOSE and UPPER AIRWAY a. Common cold symptoms b. Epitaxis c. Otitis media d. Sinusitis	Badasch; p. 99 Boyd; pp. 346-372 Burke; pp. 204-215 Cornett; pp. 282-283 Fry; pp. 49-155 Memmler; pp. 220-225 Otto; pp. 411-417 Smith; pp. 554-561
LARYNX e. Epiglottitis f. Laryngitis g. Tonsillitis	(See the following units: Body Systems, Medical Terminology, Career Information)
LUNGS h. Asthma i. Bronchitis j. Emphysema k. Hay faver l. Influenza m. Pneumonias n. Tuberculosis	
PLEURA o. Hemothorax p. Pleuritis q. Pneumothorax	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching
2b. Ask students to use their notebooks in defining and citing examples of these terms.	Oral tests Class participation Notebooks - assess definitions on accuracy and completeness.
2c. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
2d. Have the students make collages illustrating the effect each disease and disorder has on body.	Collage - grade the collage on accuracy and creativity.
2e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	
2f. Have the students devise a chart of diseases and their characteristics. Have the students note the diseases that have common characteristics.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. The circulatory system	3. Identify common diseases and disorders of the circulatory system including characteristics, causes, and effects of each disease.
HEART a. Arrhythmias b. Congenital c. Congenital heart defects c. Coronary artery disease d. Murmurs e. Rheumatic heart disease f. Valvular defects and diseases	Badasch; p. 95 Boyd; pp. 301-321 and 327-344 Burke; pp. 173-182 Cornett; pp. 326-329, 342-343, 360-361 and 370-371 Fry; pp. 159-214 Memmler; pp. 161-164 and 182-185 Otto; pp. 433-438 Smith; pp. 528-550
VESSELS g. Aneurysms h. Arteriosclerosis i. Hypertension j. Varicose veins	(See the following units: Body Systems, Medical Terminology, Career Information, Microorganisms)
BLOOD k. Anemias l. Hemophilia m. Hemorrhagic disorders n. Leukemia o. Nutritional deficiencies p. Polycythemia q. Thrombosis	
LYMPH r. Edema s. Hodgkin's disease t. Lymphomas u. Mononucleosis v. Tonsillitis	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have the students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
3b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
3c. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
3d. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	
3e. Have the students develop a chart of the diseases and their characteristics. Have them note the diseases that possess common characteristics.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. The muscular system a. Hernia 1) Abdominal 2) Hiatus 3) Inguinal 4) Umbilical b. Muscular atrophy c. Muscle tumors 1) Leiomyoma 2) Myoblastoma 3) Myofibroma 4) Myosarcoma d. Muscular dystrophy e. Myasthenia gravis f. Tenositis g. Myotonia h. Myoparalysis i. Myofibrosis j. Myalgia k. Myospasm l. Myostasis	4. Identify common disease and disorders of the muscular system including characteristics, causes, and effects of each disease. Badasch; p. 89 Boyd; pp. 613-618 Burke; p. 135 Cornett; pp. 125-126 Memmler; pp. 113-114 (See the following units: Body Systems, Medical Terminology, Microorganisms, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have the students practice exercises in matching, word searches and crossword puzzles.	Written tests short answer multiple choice matching
4b. Ask students to use their notebooks in defining and citing examples of these terms.	Oral tests Class participation Notebooks - assess definition on accuracy and completeness.
4c. In small groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
4d. Have each student pick a disease. Have the students write a case analysis of a fictitious patient who has had the disease. Have the students write the cause and effect of the disease on the patient.	Case analysis - assess the case analysis on accuracy, completeness and creativity of presentation of information.
4e. As a class compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. The digestive system UPPER DIGESTIVE TRACT a. Atresia b. Cleft lip or palate c. Gastritis d. Indigestion e. Lesions f. Poisoning g. Stenosis h. Ulcer LOWER DIGESTIVE TRACT i. Appendicitis j. Constipation k. Diarrhea l. Diverticulosis m. Dysentery n. Enteritis o. Gastroenteritis p. Hemorrhoids q. Hepatitis r. Hernia s. Malabsorption t. Peritonitis u. Ulcer ASCESSORY STRUCTURES v. Choleycystitis w. Cirrhosis x. Diabetes mellitus y. Gallstones z. Necrosis aa. Pancreatitis	5. Identify common diseases and disorders of the digestive system including characteristics, causes, and effects of each disease. Badasch; pp. 102-102 Boyd: pp. 274-388; 393-401: 403-427 and 429-446 Burke: pp. 314-320 Cornett: pp. 239, 248-249, and 268 Meeks: pp. 54-57 Memmler: pp. 202-203, and 207-209 Otto; pp. 386-393, 396-398 Smith: pp. 563-581 (See the following units: Body Systems, Medical Terminology, Career Information, Nutrition)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Have the students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
5b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
5c. As a class, discuss each disease and disorder for presentation and as information to their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
5d. Make a diagram of the body illustrating the effect each disease or disorder has on the body and showing where the disease or disorder occurs.	Diagram - grade the diagram on accuracy and creativity.
5e. As a class or in groups, compile a list of common characteristics found to apply to the list of diseases and disorders.	
5f. Have the students work in groups to develop a chart of the diseases & their characteristics. Have them note the diseases that possess common characteristics.	

CONTENT	UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. The urinary system a. Cystitis b. Kidney failure c. Nephritis d. Prostatitis e. Renal calculi f. Uremia g. Urethritis h. Urinary tract infections	6. Identify common diseases and orders of the urinary system including characteristics, causes, and effects of each disease. Badasch; p. 106 Boyd; pp. 442-467 Burke; pp. 314-320 Cornett; pp. 416-417 Fry; pp. 283-294 Meeks; pp. 56-57 Memmler; pp. 237-246 Otto; pp. 396-398 Smith; pp. 583-594 (See the following units: Body Systems, Medical Terminology, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
6a. Have the students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
6b. Ask students to use their notebook in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
6c. In groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
6d. Have each student pick a disease. Have the students write a case analysis of a fictitious patient who has had the disease. Have the students write the cause and effect of the disease on the patient.	Case analysis - assess the case analysis on accuracy, completeness and creativity of presentation of information.
6e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
7. The nervous system a. Cerebral palsy b. Cerebral vascular accidents c. Coma d. Convulsions e. Encephalitis f. Epilepsy g. Head and spinal injuries h. Hydrocephalus i. Meningitis j. Neuroses k. Paralysis l. Parkinson's disease m. Personality disorders n. Poliomyelitis o. Syncope p. Alzheimer's disease	7. Identify common diseases and disorders of the nervous system including characteristics, causes, and effects of each disease. Badasch; pp. 114-115 Boyd; pp. 560-598 Burke; pp. 249-264 Cornett; pp. 141-142, 164-165 Fry; pp. 323-352 Meeks; pp. 92-94 Memmler; pp. 127-129 Otto; pp. 327-333 Smith; pp. 621-631 (See the following units: Body Systems, Medical Terminology, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
7a. Have the students practice exercises in matching, defining, word searches, and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
7b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
7c. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
7d. Make a poster illustrating the effect each disease and disorder has on the body.	
7e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
8. The reproductive system MALE a. Hydrocele b. Hyperplasia c. Inflammations and infections 1) Prostatitis 2) Orchitis 3) Orchiepididymitis d. Sexually transmitted diseases FEMALE e. Breast disease f. Cysts g. Ectopic pregnancy h. Fibroid tumors i. Hemorrhage j. Inflammations and infections 1) Cervicitis 2) Colpitis 3) Endometritis 4) Mastitis 5) Oophoritis k. Menstrual disorders l. Pregnancy complications m. Sexually transmitted diseases	8. Identify common diseases and disorders of the reproductive system including characteristics, causes, and effects of each disease. Badasch: pp. 118-120 Boyd: pp. 462-467 Burke: pp. 367-388 Memmler: pp. 256-258, 261-264 Smith: pp. 604-607, 608-619 (See the following units: Body Systems, Medical Terminology, Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
8a. Have the students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
8b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
8c. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
8d. Have each student pick a disease. Have the students write a case analysis of a fictitious patient who has had the disease. Have the students write the cause & effect of the disease on the patient.	Case analysis - assess the case analysis on accuracy, completeness and creativity of presentation of information.
8e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
9. The endocrine system a. Cushing’s syndrome b. Diabetes insipidus c. Diabetes mellitus d. Dwarfism e. Hyperthyroidism f. Hypothyroidism	9. Identify common diseases and disorders of the endocrine system including characteristics, causes, and effects of each disease. Badasch; p. 109 Boyd; pp. 496-523 Burke; pp. 404-412 Cornett; pp. 427, 442-448 Memmler; pp. 245-251 Smith; pp. 595-603 (See the following units: Medical Terminology, Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
9a. Have the students practice exercises in matching, defining, word searches and crossword puzzles.	Written tests short answer multiple choice matching Oral tests
9b. Ask students to use their notebooks in defining and citing examples of these terms.	Class participation Notebooks - assess definition on accuracy and completeness.
9c. As a class or in groups, have students research each disease and disorder for presentation and as information for their notebooks.	Notebooks - evaluate the notebooks on quality, quantity and accuracy of information.
9d. Make a diagram of the body illustrating the effect of each disease and disorder on the body and showing the gland from which the disease originates.	Diagram - grade the diagram on accuracy and creativity.
9e. As a class or in groups, compile a list of common characteristics found to apply to this list of diseases and disorders.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Common Diseases and Causes of Death	
1. The most common diseases (in order by occurrence) a. Gonorrhea b. Syphilis c. Hepatitis A, B d. Tuberculosis e. AIDS f. Rabies g. Pertussis h. Measles i. Meningococcal infections j. Encephalitis	1. Identify the common diseases and causes affecting our society in 1985. MMWR: Vol. 34 (See the following units: Body Systems, Wellness Concept)
2. The most common causes of death in adults (in order by occurrence) a. Diseases of the heart b. Malignant neoplasms c. Cerebrovascular diseases d. Accidents and adverse effects of disease and allied conditions f. Pneumonia and influenza g. Diabetes mellitus h. Chronic liver disease and cirrohsis i. Suicide j. Atherosclerosis	2. List the common causes of death in our society in 1985. World Almanac; p. 780 MVSR: Vol. 34 (See the following units: Body Systems, Wellness Concept, Historical Health, Nutrition)
D. Disease Prevention	
1. Determining factors a. Life style b. Environment c. Heredity d. Medical care	1. Describe the importance of each factor as it pertains to our daily lives. Otto; pp. 5-7 (See the following units: Safety, Wellness Concept, Nutrition, Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Ask a speaker from the Department of Public Health to talk to the class about commonly occurring diseases in your community. Discuss in class. 1b. In a short report, have students research the history of a specific common disease.	Written tests short answer multiple choice fill-in-the-blank matching Oral tests Class participation Report - grade the report on accuracy and completeness.
2a. Have students select common causes of death and make a plan on how the causes might be avoided. 2b. Have the students make a bulletin board depicting common causes of death and ways one can avoid each of them.	Written tests short answer multiple choice matching Oral tests Class participation Plan - evaluate the plan on accuracy and completeness. Bulletin board - assess the board on accuracy, creativity and participation.
1a. Ask students if they think a change in the factors described could change their life. 1b. As a class, discuss how altering these factors may change their lives.	Written tests short answer essay Oral tests Class participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Community health a. Public health services 1) National Institute for Health 2) Center for Disease Control (CDC) 3) United States Department of Agriculture (USDA) 4) Health Resources and Services Administration 5) Food and Drug Administration 6) World Health Organization (WHO) b. Health organizations 1) American Hospital Association 2) American Heart Association 3) American Cancer Society 4) American Medical Association c. Private health services 1) Health Maintenance Organizations (HMO's) 2) Health care facilities	2. Identify sources of community health services and their purpose. (See the following units: Wellness Concept, Nutrition, Psychology of Illness)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have students look up information on each service. Then discuss it in class.	Written tests short answer matching multiple choice
2b. Visit a local health service or ask a representative to speak to the class about the function of the service.	Oral tests Class participation
2c. Ask students to compose a letter asking for disease prevention information; send it to the service of their choice.	

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AUDIO-VISUAL AIDS

Coronary, cardiac, and respiratory diseases. A five filmstrip and cassette series that helps to clarify problems of abnormal structure and function of diseases. Chatsworth, CA: Career Aids. (B1)

Heredity, health and genetic disorders. Filmstrip and cassette guide of newborn diseases and disorders. Chatsworth. CA: Career Aids. Inc.

Diseases of the heart. Waco. TX: Spenco Medical Corp.

Survey of human diseases. Waco. TX: Spenco Medical Corp.

COMPUTER SOFTWARE

Birth defects: Types of defects. Describes diseases, effect, transmission, treatment, and prevention. Bridgeport, CT: Intellectual Software. (A3)

Human genetic disorders. Explore the inheritance of a specific disorder, Apple. Pleasantville, NY: Human Relations Media. (A4)

P.E.P. for a healthy heart: Includes body composition, coronary heart disease risk factors and other related information Apple and TRS-80. Freeport, NY: Educational Activities, Inc.

Venereal disease. Diseases of syphilis, gonorrhea, herpes and AIDS. Apple and IBM. Chatsworth, CA: Career Aids, Inc.

UNIT XVII

NUTRITION

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2. Core Content

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OVERVIEW OF CONTENT

Nutrition is a very important subject for everyone, especially for those who may enter a health care field. Nutrition is the science that deals with the effects of food on the body, or the way the body uses food for optimal health. People who study nutrition are concerned about the food a person eats to live, grow, reproduce, keep healthy and well, and have energy for work and play. By studying nutrition, the learner can begin to understand how it will affect his or her own life in ways not previously known.

A nutrient is defined as a substance the body must have in adequate amounts to grow, reproduce, and maintain a normal, healthy life. Knowledge about the nutrients and why they are needed by the body will help promote understanding of the relationship of food to the body. The study of nutrition should include information concerning the importance of good nutrition during the time a child or adolescent is growing, during pregnancy, during illness, and throughout life.

Knowledge and understanding of nutrition will help students obtain optimal health and gain knowledge about how their bodies function. The health occupations primarily involved in nutritional care are physicians, dieticians, nutritionists, nurses, dietetic technicians, dietetic assistants, dentists, dental hygienists, detal assistants, social workers, teachers, public health workers, and homemaker-home health aides.

In order to study the importance of nutrition, one must be familiar with the nutrients. Essential nutrients consist of carbohydrates, fats, proteins, vitamins, minerals, and water. Each nutrient has a vital function. For example vitamin K is essential for clotting of blood. If a person had a deficiency of vitamin K, defective blood coagulation and internal hemorrhages could occur.

Poor nutrition can cause other problems as well. Some of these include skin problems, being overweight or underweight, tooth decay, and irritability. By observing good nutrition, an individual feels better, looks better, has increased mental alertness, and an increased energy level.

When studying nutrition, it is important to know the four basic food groups. These groups consist of: the bread and cereal group, the fruit and vegetable group, the meat group, and the milk and milk products group. Students should become aware of how to determine the number of servings per day needed from each food group, in order to have a balanced diet.

Not only must the four food groups be considered when planning a diet, but also caloric intake. The ideal diet provides the recommended dietary allowances (RDA) while also providing the correct amount of calories--not too many nor too few. Sometimes an exchange system is used to determine a correct diet for each individual. Individual tastes and allergies must also be considered.

Sometimes it is very difficult to maintain a balanced diet, especially with eating out. Students should learn to scrutinize a menu to determine if all four food groups are present. Many times, fast food is often fried, short on variety, high in sodium, low on the vegetable and fruit group, and low on milk and the milk products group. Fast foods also have positive aspects. They are usually high in protein, iron, and several B vitamins.

It is important for workers in the health occupations to learn about therapeutic diets. Therapeutic diets are diets which are meant to alleviate a problem. People with health problems require various types of diets. A patient with heart disease or hypertension would require a sodium-restricted diet. Individuals with diabetes mellitus usually require a special diet.

Without a proper diet, malnutrition can result. Malnutrition is a state of impaired functional ability or development due to inadequate intake of essential nutrients or calories to provide for long-term needs. Specific symptoms or conditions are produced by malnutrition. Some of the most severe are goiter, anemia, vitamin deficiencies, blindness, and retarded growth. Malnutrition is considered to be the most serious health problem and the greatest cause of disease and illness in the world today. In order to understand the impact of malnutrition, students should have an understanding of diet differences between developed (rich) countries and developing (poor) countries. In the developing countries of Africa, South America, and Asia, malnutrition contributes to the high death rates of young children.

The world food situation is extremely complex. Food shortages exist in developing countries while surpluses occur in developed countries. This problem cannot be solved by shifting the surpluses from one country to another. Several other factors must be considered. These factors are: geography, economics, culture, education and politics. By studying these factors, students can better understand the complexity of the situation.

Most health care workers need a working knowledge of nutrition. By presenting the material included in this unit, teachers will provide students with an orientation to nutrition which is relevant for most health occupations as well as the students' personal health.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Importance of Good Nutrition	
1. Terms a. Adequate diet b. Balanced diet c. Calorie d. Energy nutrient e. Essential nutrient f. Exchange g. Fat-soluble vitamins h. Food i. Hollow calorie foods j. Kilogram calorie k. Malnutrition l. Nutrient m. Nutrient density n. Nutritious food o. Organic p. Recommended Dietary Allowances (RDA) q. Requirement r. Secondary deficiency s. U.S. RDA t. Vegetarian u. Water-soluble vitamins	1. Define common terms related to the study of nutrition. Hamilton and Whitney; pp. 43-44, 65-66 Townsend; pp. 1-5 Dunn; pp. 3-18 Kozier and Erb; pp. 1072-1100, 652-653
2. The nutrients a. Carbohydrates 1) Sugar 2) Starch 3) Fiber b. Lipids (fats) 1) Fats 2) Oils c. Proteins - amino acids d. Fat-soluble vitamins 1) Vitamin A 2) Vitamin D 3) Vitamin E 4) Vitamin K	2. Identify the functions of the various nutrients. Townsend; pp. 1-7 Hamilton and Whitney; pp. 25-26, 75-180, 253-345 Sundberg; pp. 874-880

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students practice exercises in matching and defining, word searches, and crossword puzzles on terms related to nutrition.	Written tests matching multiple choice
1b. Give students a list of nutrition related terms to look up and define.	
2a. Have students make a nutritional notebook which contains the nutrients. Use picture of foods out of magazines for examples with a brief written message of the various functions.	Written tests multiple choice short answer Kowtaluk; p. 42 Hamilton and Whitney; pp. 96-98, 129, 171-172, 287-288, 331
2b. Have students research the types of vitamins and write a 2-page report on the functions of each type.	Have students turn in their notebook to be graded for completeness, neatness, and information provided.
2c. Have students read 2 articles pertaining to nutrition and present a 2 minute oral report to the class.	Evaluate report on functions of vitamins.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. The nutrients (cont'd) e. Water-soluble vitamins 1) Thiamin 2) Riboflavin 3) Niacin 4) Vitamin B_6 5) Vitamin B_{12} 6) Folacin 7) Other B vitamins 8) Vitamin C f. major minerals 1) Calcium 2) Phosphorus 3) Sodium 4) Chloride 5) Potassium 6) Sulfur 7) Magnesium g. Trace minerals 1) Iodine 2) Iron 3) Zinc 4) Copper 5) Flouride 6) Cobalt 7) Selenium 8) Chromium h. Water	
3. Energy nutrients a. Carbohydrates b. Fats c. Proteins	3. Evaluate the consumption of various energy nutrients. Hamilton and Whitney; pp. 26, 27, 43 Townsend; pp. 19-37 Kozier and Erb; pp. 652-659

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2d. Have students make a graph identifying their daily water, soda pop, and milk consumption for one week. Compare graphs in class and hold a discussion.	
3a. Have students make a list of foods eaten in the last 24 hours. Have them circle the carbohydrate-rich foods and underline fats. What percentage of calories were in the form of carbohydrates? In the form of fats? Have them write an essay on how their diet could be improved.	Written tests matching completion Townsend; pp. 28-19, 36-37 Kowtalak; p. 42 Hamilton and Whitney; pp. 40-43

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Essential nutrients a. Carbohydrate b. Fat (linoleic acid) c. Protein (eight amino acids plus one for infants) d. Vitamins (thirteen) e. Minerals (fifteen) f. Water	4. Identify foods that contain various essential nutrients. Hamilton and Whitney; pp. 10, 27 43, 302, 317, 523, 530 Townsend; pp. 1-2, 19-55 Eagles and Randall; pp. 62-193 Kozier and Erb; pp. 652-662
B. Signs of Good Nutrition	
1. Terms a. Goals b. Good nutrition c. Hollow calorie foods d. Nutrients e. Nutrition f. Poor nutrition g. Quality of life h. Values	2. Describe various consequences of poor nutrition. Kowtaluk; pp. 9-10, 18-24 Townsend; pp. 2-4 Dunn; pp. 45-59, 73-76 Kozier and Erb; pp. 673-674 Sundberg; pp. 881-885
2. Consequences of poor nutrition a. Skin problems b. Weight - gain c. Weight - loss d. Tooth decay e. Irritability f. Tiredness g. Job success 1) Ability to work 2) Attitude 3) Appearance 4) Accidents	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3b. Have students keep a record of foods eaten in the last 24 hours. Compute grams of protein consumed. Did their diet provide the recommended amount of protein?	Have students turn in their list of foods eaten. Check to see if the right foods were underlined and circled. Check their answers to questions given in class.
4a. Have students make a list of foods which are the best sources of the essential nutrients.	Written tests matching muliple choice Townsend; pp. 28-29, 26-27, 45-47, 56-61 Hamilton and Whitney; pp. 96-98, 129, 171-172, 287-288, 331 Collect list of foods and evaluate for accuracy.
1a. Have each student present an impromptu speech on one of the terms related to signs of good nutrition.	Evaluate impromptu speech.
1b. Have students write two personal goals for good nutrition.	Assess student goals for completion and quality.
2a. Have students write a brief essay of how they feel at the end of a day when they know they have not eaten wisely. Discuss these in class.	
2b. Have students list foods eaten in the last 24 hours. Underline the hollow calorie foods.	Have students turn in their list of foods eaten. Check to see if the hollow caloried foods were underlined.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Consequences of poor nutrition (cont'd) h. Lowered life expectancy i. Higher mortality rate j. Increased variety of medical conditions k. Eating difficulties l. Excessive loss of hair m. Gastrointestinal problems n. Skin and mucous pallor	
3. Consequences of good nutrition a. Look well b. Feel well c. Act well d. Job success 1) Ability to work 2) Attitude 3) Attendance 4) Appearance 5) Accidents e. Increased energy level f. Increased energy reserves g. Increased mental alertness h. Increased fitness level i. Ability to handle higher levels of stress j. Increased strength k. Rapid rehabilitation from injuries and illness	3. Assess various consequences of good nutrition. Kowtaluk; pp. 9-10, 18-24 Townsend; pp. 1-5 Addleman; p. 6 Sundberg; pp. 881-885
C. Basic Food Groups and Recommended Daily Allowances	
1. Basic four food groups a. Bread and cereal group b. Fruit and vegetable group c. Meat group d. Milk and milk products group	1. Identify various foods contained in each of the four food groups. Townsend; pp. 62-68 Dunn; pp. 34-38 Iowa State Dept. of Health; pp. 12-15 How to eat for good health

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2c. Ask students to write a report on several of the consequences of poor nutrition.	Evaluate report on consequences of poor nutrition.
3a. Hold a discussion on what health habits, in addition to good nutrition, contribute to making a person healthy.	Written tests matching multiple choice completion
3b. Have students interview someone who practices good nutrition and someone who has poor nutritional habits. Have them write a report comparing the two individuals.	Kowtaluk; p. 28 Dunn; pp. 58; 79-80 Assess report
3c. Have the class make a bulletin board for the school on good nutrition.	Evaluate bulletin board for creativity and neatness.
1a. Have students develop crossword puzzles or word searches of the various foods from each group.	Written tests short answer multiple choice
1b. Have student make a collage of the 4 food groups.	Townsend; pp. 70-71 Kowtaluk; p. 42 Dunn; pp. 41-42

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Basic Food Groups and Recommended Daily Allowances (cont'd)	
2. Chief nutrients provided by each group a. Bread and cereal group 1) Carbohydrate 2) Thiamine 3) Niacin 4) B_6 5) Iron 6) Phosphorus 7) Magnesium b. Fruit and vegetable group 1) Sugar 2) Cellulose 3) Vitamins A, E, K, C, B complex 4) Minerals, iron 5) Calcium 6) Phosphorus 7) Potassium 8) Magnesium c. Meat group protein d. Milk and milk products 1) Proteins 2) Fats 3) Carbohydrates 4) Calcium 5) Phosphorus 6) Vitamins A, D 7) Riboflavin 8) Niacin	2. Identify various nutrients provided by each food group. Townsend: pp. 62-68 Addleman: pp. 176-183 Dunn: pp. 34-38 How to eat for good health
3. Servings per day for each food group a. Bread and cereal group b. Fruit and vegetable group c. Meat group d. Milk and milk products group	3. Determine the recommended number of servings per day for each food group. Townsend: pp. 62-68 Dunn; pp. 34-38 How to eat for good health Sundberg; p. 883

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Have each student bring samples of an unfamiliar fruit or vegetable to the class. Have the class taste each sample. Look up and discuss the nutrients of each.	Written tests matching multiple choice Have the students turn in a list of various foods and prices with the nutrients listed for each food. Check for nutrient values.
2b. Have students visit a meat market or grocery store and identify the various meat group sources (Sweet-breads, muscle meats, shellfish, etc.). What essential nutrients do each of these foods provide? Have them price these foods at the store, look up a recipe for each, and explain its preparation to the class. Discuss which recipies are the most nutritional.	Participation in discussion
2c. Discuss the basic four food groups. Of what value are they when planning meals?	
2d. View the film "The Day Milk was Turned Off" by the National Dairy Council. Discuss the effects of a lack of milk in the world.	
2e. Have students write a brief report on the health effects of excess cholesterol.	Evaluate report on cholesterol for accuracy and neatness.
3a. Have students make a poster of the four basic food groups showing examples of each group plus the recommended number of servings per day for each food group.	Evaluate poster for neatness and accuracy.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Recommended Dietary Allowances (RDA)	4. Determine the RDA for various people according to age and sex.
a. Terms 1) Percentage of U.S. RDA 2) Recommended Dietary Allowances (RDA) 3) Reference man 4) Reference woman 5) U.S. RDA	Kowtaluk; pp. 31, 62-69 Townsend; pp. 62-68 Hamilton and Whitney: pp. 51-65 Dunn; pp. 27-33 Cloyd; p. 9
b. RDA for age and sex	
D. Daily Balanced Diet	
1. Terms	
a. Adequate diet b. Balanced diet c. Calorie d. Exchange e. Nutrient density f. Nutrient	
2. Diet planning	
a. Exchange system b. Four food groups system	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3b. Have students plan menus that include recommended servings per day of the four food groups.	Collect menus and assess for accuracy and variety.
3c. Have students complete one of the computer software packages on menu planning (found in list at end of unit).	
4a. Have students define the terms related to RDA.	Written test multiple choice true-false matching
4b. Using an RDA table, have students determine the RDA for an infant, teenager, pregnant woman, and 70-year-old man.	
1a. Have students practice exercises in matching, defining, word searches, crossword puzzles related to diet.	Written tests multiple choice true/false
2a. Hold a brainstorming session for people who don't like milk. What foods can they eat to get the nutrients they need from the milk group?	
2b. Have students make up a snack poster. Show pictures of four high-calorie foods with few nutrients and four high-nutrient foods that can be eaten instead. For each, give the calorie and nutrients in each serving.	Evaluate snack poster for accuracy and neatness.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
E. Fast Foods	
1. Positive aspects of fast food a. High in protein b. High in several B vitamins c. High in iron d. Percentage of calories provided by fat is lower than 35%	1. Identify some positive aspects of fast foods. Hamilton and Whitney; pp. 362-364; 563-571 Kowtaluk; pp. 137-146
2. Negative aspects of fast foods a. Low in calcium b. Low in Vitamin A c. Low in folacin d. High in sodium e. Short on variety f. Food is often fried	2. Identify some negative aspects of fast foods. Hamilton and Whitney; pp. 362-364, 563-571 Kowtaluk; pp. 137-146

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2c. Ask students to plan their meals for a week. Review their plans.	Review meal plans for variety and to check if diet is balanced.
2d. Ask a nutrition expert to speak to the class about planning a daily menu.	
1a. As a class project, secure menus from as many different types of restaurants as possible. Copy down menus from one or two fast food restaurants. Divide class into groups and give each group one or two menus. Review the food offered on the menus in your group. How difficult would it be to choose a nutritious meal from each menu? Report findings to the class?	Written tests matching short answer Oral tests Kowtaluk; p. 146 Hamilton and Whitney; pp. 373-378
1b. View the film "Eating on the Run" by the National Dairy Council. Discuss the film in class.	
2a. Have students make a picture poster showing positive and negative aspects of fast food.	Written tests multiple choice matching Oral tests Inquiry during discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
F. Therapeutic Diets	
1. General terms a. Ambulatory patient b. Diet therapy c. Dietician d. Light diet e. Liquid diet f. Regular diet g. Soft diet h. Standard diet i. Therapeutic diet	1. Discuss terms related to the study of therapeutic diets. Townsend; pp. 167-171 Iowa State Dept. of Health: pp. 16-17
2. Diets for patients with special needs a. Diet during pregnancy, lactation b. Diet during infancy c. Liquid diets d. Soft diets e. Light diets f. Bland diets g. Diets modified in residue content h. High and low calorie diets i. Diabetic diets j. Fat controlled diets k. Geriatric diets l. Protein diets m. Sodium restricted diets n. Allergy diets o. Tube feeding p. Vegetarian diets q. Kosher diets	2. Differentiate between diets for individuals will special needs. Townsend; pp. 152-227 Dunn; pp.279-291 Pemberton and Gastineau; pp. 8-14 6-21, 27-51, 62-79, 138-150 159-168, 173-250 University of Iowa Hospitals and Clinics; pp. 2-175 Iowa State Department of Health; pp. 16-109 Kozier and Erb; pp. 675-678, 665-669 Cloyd; pp. 1-12 Sundberg; pp. 886-899

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Have students research and find as many special diets as they can.	Collect list of special diets and evaluate for completeness.
1b. Ask a dietician to speak to the class about special diets in a health care setting. Have each student bring in two questions to ask during the presentation.	Inquiry during discussion
2a. Divide class into several groups. Assign each group one or two different diets. Have the students formulate a menu for a day for their assigned diet and share with the class.	Written tests matching multiple choice Townsend; pp. 156-235 Pemberton and Gastineau; pp. 8-250 Cloyd; pp. 1-2, 12 Kowtaluk; p. 82, 88
2b. Have students interview an individual who is on a special diet. Present findings in oral report.	Have the student turn in their diets. Check for accuracy. Evaluate students' presentations to the class.
2c. Invite a medical laboratory technologist to speak to the class about the effect of diet on routine blood tests.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
G. Malnutrition	
1. Terms a. Anorexia nervosa b. Beriberi c. Bulimia d. Cretinism e. Goiter f. Kwashiorkor g. Marasmus h. Night blindness i. Osteomalacia j. Osteoporosis k. Pellagra e. Rickets m. Scurvy	1. Describe terms related to the study of malnutrion. Hamilton and Whitney; pp. 288-291, 331-333 Kowtaluk; pp. 26-27 Kozier and Erb; p. 673
2. Conditions produced by malnutrition a. Anemia b. Anorexia nervosa c. Beriberi d. Cretinism f. Goiter g. Kwashiorkor h. Marasmus i. Night blindness j. Osteomalacia k. Osteoporosis l. Pellagra m. Rickets n. Scurvy	2. Identify the causes and consequences of malnutrition. Kowtaluk; pp. 26-27 Hamilton and Whitney; pp. 253-291, 301-333 Dunn; pp. 45-80, 137-193 Sundberg; pp. 884-885
H. World Nutrition	
1. Factors related to the world's food situation a. Geography 1) Land 2) Sea 3) Air 4) Plant distribution 5) Animal distribution 6) Soil quality 7) Natural disasters	1. Analyze problems related to the world's food situation. Dunn; p. 49-54 Kowtaluk; pp. 90-97, 132-136 Kozier and Erb; p. 672 Krause-Mahan; pp. 334-344 (See the following unit: Problem Solving and Decision Making)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Ask students to write out a definition for each of the terms related to malnutrition.	Collect written definitions and assess accuracy.
1b. Have students write a paper comparing bulimia and anorexia nervosa.	Evaluation paper on anorexia and bulimia for accuracy and neatness.
2a. Have each student present an oral report on a condition produced by malnutrition.	
2b. Have each student select one condition produced by malnutrition. Have them imagine that they are responsible for preventing that condition in a fictitious country. Ask them to develop a written "plan of action" on how they will prevent the condition in one year.	Collect "plans of action." Evaluate for creativity and neatness.
1a. Have students list two factors that must be considered in understanding the world food situation and indicate influence of each factor.	Written and oral tests short answer multiple choice completion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

1. Factors related to the world's food situation (cont'd)

    b. Economics
        1) Production of goods
        2) Distribution of goods
        3) Consumption of goods
        4) Capital
        5) Exports
        6) Imports

    c. Culture
        1) Religion
        2) Superstition
        3) Habits
        4) Meal patterns
        5) Beliefs

    d. Education
        1) Education for optimal nutrition
        2) Safety

    e. Politics
        1) War
        2) Alliances with developing countries
        3) Government nutrition programs
        4) Distributing food

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1b. Have students select an ethnic recipe and research its history. Find out how and when it was first prepared. Write a brief report regarding how the recipe was developed and the influence of various factors e.g. geographic influence on development of a recipe with seafood.	Kowtaluk; p. 97 Dunn; p. 58 Kowtaluk; p. 97, 136 Krause-Mahan; p. 343 Have students present their report of an ethnic recipe to the class. Evaluate for completion of the project and ability to identify factors that influenced development of the recipe.
1c. Present the following to the class: "Some officials propose that if personal income were higher around the world, malnutrition and hunger would be less of a problem." Discuss this statement in class.	Inquiry during class discussion
1d. Ask students to given an example of how a recent food choice they made was the result of social pressures.	
1e. Discuss the impact that certain religions have upon the choice of food.	
1f. Have students research one religion and present an oral report on their unique eating habits.	Evaluate oral report on eating habits of a particular religion.
1g. Have students write a report on world education for nutrition.	Assess written reports on world education for nutrition for completeness, accuracy and neatness.
1h. Bring newspaper or magazine articles on the food situation in warring or developing countries (e.g., Ethiopia). Review these in class.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1i. Ask groups of students to assume that they are head nutritionists for a fictitious culture with poor nutrition. Have students use the group problem solving process to help the culture solve its nutrition problem.	Have each student evaluate the participation of the other group members. Evaluate the solutions presented by each group.

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Menucalc. Menu planning. Apple, TRS-80. Chatsworth, CA: Career Aids.

Nutrient analysis. Essential nutritional information on 700 foods. Apple. Chatsworth, CA: Career Aids.

Nutrition. Tutorial and simulation - two parts. Apple. Chatsworth, CA: Career Aids.

Nutrition--A balanced diet. Balanced diet. Apple, TRS-80. Chatsworth, CA: Career Aids.

Nutrition tutorial. Information on diets, activity. Practice on modifying menus to improve nutritional intake. Apple II. St. Paul: EMC Publishing.

What did you eat yesterday? Balanced Diet. Apple, TRS-80, COMM 64, IBM. Chatsworth, CA: Career Adis.

UNIT XVIII

WELLNESS CONCEPT

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2. Core Content

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OVERVIEW OF CONTENT

In recent years, there has been a great amount of interest in physical fitness, holistic health, mental health, and stress management. All of these subjects fit under the general topic of the "Wellness Concept." Today, emphasis in health care is not only on becoming well, but on health maintenance and disease prevention. In this unit, students will examine subjects pertaining to the wellness concept, in order to conduct patient education on disease prevention and to learn about health maintenance for their own well-being.

The terms associated with the wellness concept need to be clarified and defined before further study in this subject is pursued. Students should develop a working knowledge of the terms by using the words in a sentence and by devising puzzles with the words. Once the students can define the terms, they should be encouraged to use the terminology throughout the course.

The mind, body, and spirit are all important factors that need to be considered in the study of wellness. The integration of these factors is an important aspect in wellness.

All individuals have physical, psychological, social, and spiritual needs. Abraham Maslow has devised a hierarchy of basic human needs (Otto, Julian, Tether, and Nassif, 1985; Hicks, Innes, and Shores, 1975; Rosdahl, 1981) to emphasize that basic human needs (food, oxygen, etc.) have to be met, so that an individual can maintain health and progress toward self-actualization.

Human emotions, like basic human needs, can have an effect on the physical and mental health of an individual. Humans use defense mechanisms to cope with various situations and their emotions toward these situations. It is important that health care professionals be familiar with the needs, emotions, and defense mechanisms of their patients, so that they can meet patients' needs and recognize when patients are having emotional conflicts.

Food is a very basic need of human beings. There are dietary guidelines suggested by the government (Otto, Julian, Tether, and Nassif; 1985) which need to be met for maintaining good health. These guidelines should be advocated by health care providers, during patient education. (More information about diet is covered in the unit on nutrition.)

Stress has been a subject of great concern in the past few years. All persons must have a minimal amount of stress in their lives, in order to function properly. However, if stress increases for long periods of time, it may lead to stress-related disorders and disease. Students should be aware of the effects stress has on the body, the major stages of stress, sources of stress, and the types of personality behaviors that increase/decrease the amount of stress in a person's life. A working understanding of stress will help students of health occupations to educate their patients about the warning signs of stress before it gets "out of hand."

Students should be aware of the healthiness of their own lifestyle, before advocating "wellness" to their patients. This introspection will expose them to the many aspects related to a healthy lifestyle. Once students determine the healthiness of their lifestyle, they should study the practices used in maintaining good health. Encourage students to make these practices part of their daily lives and to become a model of good health for their family, friends, and patients to imitate.

The ability to recognize stress is only half the battle of stress management. The other half of the battle is to be able to cope with stress and use techniques for reducing stress. The ways of coping and techniques presented give the student the basic fundamentals in stress management. Students compare the use of desirable and undesirable copers. They take a look at the copers in their own lives and make adjustments to change the ways they handle the stress caused by a transition. If students are in need of more detailed and practical explanations, refer them to the references for this unit or a formal workshop, seminar or course on the subject.

Being physically fit is important for "wellness." When one is physically fit, one is less susceptible to illness and disease. However, exercise should be carried out with caution, so that injury does not occur. Students of health occupations should be able to describe the components of a complete workout. They should be encouraged to stay or become fit and promote fitness to those they meet.

Many health careers are involved in promoting wellness to their patients and clients. Students should be aware of these careers and seriously think about pursuing a career that promotes the wellness concept.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Terms Associated with the Wellness Concept Define: 1. Wellness 2. Illness 3. Health 4. Total health 5. Mentally healthy person 6. Holistic health 7. Stress 8. Distress 9. Stressor 10. Life-style	A. Define terms associated with the wellness concept. Otto, Tether, and Nassif; pp. 3-11 Berger and Levine; pp. 9-14 Kopolow Thomas Fogarty; pp. 5-9 Rosdahl; pp. 24-36 Rosdahl; (Instructor's Guide); pp. 4-5 Jaffe; p. 69 Pelletier; p. 1 Hoffman and Lipkin, p. 16 Milliken and Campbell; pp. 16-17 (See the following unit: Terminology)
B. Integration Between the Mind, Body, and Spirit	
1. Importance of being physically fit Topics for consideration: a. Requirements for physical fitness b. Benefits of exercise c. Components of total health d. Principles of physical fitness as they apply to various body systems	1. Explain the importance of being physically fit for maintaining good health. Otto, Julian, Tether and Nassif; pp. 73-75, T21-T23 Rosdahl; pp. 25-26 Rosdahl (Instructor's Guide); pp. 4-5 Mokros; pp. 7-13 Milliken and Campbell; p. 14 Film: Fit to be You The Physiology of Exercise (film strip) Fitness. A State of body and mind; (Computer software)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
A1. Have the students define each word and have them use the word in a sentence. 2. Have the students devise a crossword puzzle, using the terms for this unit. Have them exchange the puzzles between another student and have them complete the puzzle.	Written test fill-in-the-blank short answer matching sentence completion Oral test Otto, Julian, Tether, and Nassif; p. 14 (Selected questions) Answers on pp. T13 and T14 Rosdahl and Richardson (Workbook); pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150
1a. Hold a discussion on physical fitness. Discuss the benefits of being fit. 1b. Present a film or filmstrip on fitness ("Fit to Be You" or "The Physiology of Exercise".) Discuss how principles of physical fitness apply to various body systems. 1c. Have students go through a computer software program. Discuss their answers.	Written test short answer multiple choice true/false Inquiry - questioning during class discussion Otto, Julian, Tether, and Nassif; pp. 95-96 (Selected questions) Answers on pp. T22 and T23 Rosdahl and Richardson (Workbook): pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Physical needs of human beings a. Biological 1) Oxygen 2) Water 3) Food 4) Protection b. Safety c. Sensory d. Motor activity e. Sexuality f. Elimination of wastes g. Rest and sleep	2. Explain each of the essential physical needs of human beings. Badasch and Chesebro; p. 200 Badasch and Chesebro; (Workbook); pp. 137-139 Badasch and Chesebro; (Instructor's Guide); pp. 187-189 Rosdahl; p. 22 Rosdahl (Instructor's Guide) pp. 4-5 Milliken; pp. 51-57 Milliken (Instructor's Guide); p. 16 Noonon; pp. 51-53 Sorrentino; pp. 46-48 Story; pp. 37-45 (See the following unit: Self-esteem)
3. Psychological/social needs of individuals a. Adequacy, security and trust b. Social approval and self-esteem c. Order and meaning in life d. Self-growth	3. Describe how psychological/social needs can influence an individual's sense of well being. Badasch and Chesebro; pp. 200-201 Badasch and Chesebro (Workbook); pp. 137-139 Badasch and Chesebro (Instructor's Guide); pp. 187-189 Rosdahl; p. 23 Rosdahl (Instructor's Guide); pp. 4-5 Hicks, Innes & Shores; pp. 11, 12 Milliken; pp. 73-83 Milliken (Instructor's Guide); p.16 Noonon; pp. 53-56 Story; pp. 37-45 (See the following unit: Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Hold a lecture-discussion on the essential physical needs of human beings. Have students discuss what would happen if these essential physical needs were not met.	Written tests short answer true/false Oral quiz Class discussion Milliken (Instructor's Guide); p. 17 Badasch (Workbook); pp. 137-139 Answers in Instructor's Guide; p. 188 Badasch (Instrucor's Guide); p. 189 Noonon; pp. 56-57 Rosdahl and Richardson (Workbook); p. 9-10 Answers on pp. 277-278 Richardson (Testing program); p. 4 Answers on p. 149 Sorrentino; p. 60 Kelly (Workbook); p. 12 Kelly (Instructor's Guide); pp. 13-14
3a. Hold a lecture-discussion on the psychological/social needs of the individuals. Have student describe how these needs can influence their sense of well being.	Written tests short answer true/false Oral Quiz Inquiry during class discussion Milliken (Instructor's Guide); p.16 Badasch (Workbook); p. 137-139 Answers in Instructor's Guide; p.188 Badasch (Instructor's Guide); p. 189 Noonon; pp. 56-57 Rosdahl and Richardson (Workbook); pp. 9-10 Answers on pp. 277-278 Richardson (Testing program); p. 4 Answers on p. 149

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Maslow's hierarchy of basic human needs a. Biological needs b. Safety needs c. Belonging and love needs d. Esteem needs e. Cognitive needs f. Aesthetic needs g. Self-actualization	4. State the basic needs described in Maslow's hierarchy of human needs. Otto, Julian, Tether and Nassif; p. 139 Hicks, Innes, and Shores; p. 11 Rosdahl; p. 21 Milliken and Campbell; p. 84 Rosdahl (Instructor's Guide) p. 4-5 (See the following unit: Self-esteem)
5. Spiritual needs of human beings Topics to Consider: a. Love b. Relatedness c. Meaning d. Purpose e. Forgiveness f. Soul g. Will to live h. Inspiration i. Care of religious articles j. Religious dietary regulations k. Services of clergy l. Sacraments, rites and beliefs	5. Indentify the spiritual needs of individuals. Fish and Shelly; pp. 37-53 Wood; pp. 385-395 Hoffman and Lipkin; pp. 186-187 Spiritual Needs of the Patient (film strip) (See the following units: Interpersonal Relationships, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Hold a lecture-discussion on Maslow's hierarchy of basic human needs.	Written tests short answer matching sentence completion
4b. Put students into buzz groups. Have each group cite at least one example of a human need for each level of the hierarchy.	Oral quiz Inquiry during class discussion Milliken and Campbell (Workbook); p. 55 Rosdahl and Richardson (Workbook); pp. 9-10 Answers on pp. 277-278 Richardson (Testing program); p. 4 Answers on p. 149
5a. Hold a discussion with the class about the spiritual needs of individuals.	
5b. Have students break into small groups and have them discuss how the patient's "spirit" may influence the progress of recovery. Discuss findings with whole class.	
5c. Have the students research a religion and report the different customs, sacraments, rites and beliefs of the religion to the class. Discuss the implications of the belief and customs for health care.	
5d. Show the "Spiritual Needs of the Patient". Discuss content. Have students make a list of spiritual needs of patients and how to fulfill them.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. Human emotions a. Love b. Fear C. Anxiety d. Anger e. Jealousy and envy f. Resentment g. Grief h. Guilt i. Trust	6. Discuss how human emotions can affect physical and mental health. Otto, Julian, Tether and Nassif; pp. 147-153 Milliken; pp. 84-102 Milliken (Instructor's Guide); p. 17 Donovan, Belsjoe and Dillan; pp. 7-9 Noonon; pp. 1-6 Hoffman and Lipkin; pp. 33-34 Milliken and Campbell; pp. 81-82 (See the following units: Self-esteem, Interpersonal Relationships)
7. Defense Mechanisms a. Denial-rejecting reality b. Repression-unintentional forgetting c. Rationalization-making excuses d. Projection-shifting personal traits to others e. Compensation-substituting goals f. Sublimation-redirecting energy g. Displacement-transferring feelings h. Identification-feeling connected with others i. Day dreaming-fantasy j. Reaction formation-reversing feelings k. Regression-acting childish	7. Demonstrate several of the defense mechanisms individuals use to cope with various situations. Badasch and Chesebro; pp. 201-202 Badasch and Chesebro (Workbook); pp. 137-138 Badasch and Chesebro (Intructor's Guide); pp. 187-189 Otto, Julian, Tether and Nassif; pp. 191-201 Rosdahl; pp. 834 Rosdahl (Instructor's Guide); pp. 46-49 Noonon; pp. 58-62 Milliken and Campbell; p. 85 Story; pp. 45-49 Understanding Defense Mechanisms (Programmed Instruction)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
6a. Hold a discussion with the class about human emotions and their effects on physical and mental health. 6b. Have students role play situations involving human emotions. Discuss the emotion portrayed and the effects it could have on health.	Written tests short answer sentence completion true/false essay matching fill-in-the-blank multiple choice Inquiry during class discussion Otto, Julian, Tether and Nassif; pp. 167-168 Answers on pp. T31-T32 Milliken; pp. 101-102 Milliken (Instructor's Guide); p. 17 Donovan; p. 10-11 (Selected questions) Noonan; pp. 6-8 Milliken and Campbell (Workbook); pp. 54-55
7a. Hold a lecture-discussion on defense mechanisms. Have students relate personal experiences involving the various types or observations they have made of others displaying these defense mechanisms. 7b. Give students several case studies involving the demonstration of several different defense mechanisms. Have students identify the defense mechanism at play in the case and hold a discussion about it. (You may find case studies in the references or make up your own.)	Written tests short answer sentence completion true/false matching fill-in-the-blank Simulation written case studies Inquiry during class discussion Badasch and Chesebro (Workbook); pp. 132-139 Answers in Instructor's Guide; pp. 188 Badasch and Chesebro (Instructor's Guide); p. 189 Otto, Julian, Tether, and Nassif; p. 200-201 Answers on pp. T37-T38)

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
(From Otto, J.H., Julian, C.J., Tether, J.E., Nassit, J.Z. (1985)). Modern Health-Teacher's Edition New York: Holt, Rinehart and Winston Publishers; pp. 147-199)	(See the following units: Self-esteem, Communications)
8. Dietary Guidelines a. Eat a variety of foods b. Maintain ideal weight c. Avoid too much fat, saturated fat, and cholesterol d. Eat food with adequate starch and fiber e. Avoid too much sugar f. Avoid too much sodium g. If you drink alcohol, do so in moderation	8. Explain the dietary guidelines suggested by the government for maintaining good health. Otto, Julian, Tether and Nassif: p. 19 Health Maintenance Vol.I: (Computer software) (See the following unit: Nutrition)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
7c. Have students act-out defense mechanisms in a charades type of game. Have the students split into separate teams. Give each team a defense mechanism to portray using body language. Have the rest of the class guess which defense mechanism in being portrayed (Noonon; p. 62).	Noonon; pp. 62-63 Milliken and Campbell; p. 55 Rosdahl and Richardson (Workbook); pp. 251-254 Answers on pp. 320-321 Richardson (Testing program); pp. 132-133 Answers on p. 170
7d. Have students complete the programmed instruction exercise in "Understanding Defense Mechanisms." Discuss their answers to the self-test questions.	
8a. Hold a lecture-discussion on dietary guidelines for maintaining good health. Have students brainstorm and give examples of how one could meet each of the dietary guidelines.	Written tests multiple choice short answer fill-in-the-blank true/false sentence completion
8b. Have students go through a computer software program. Discuss their answers.	Inquiry during class discussion Computer program - evaluate on accuracy and completion of program.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
9. Effects of Stress on Health Topics to Consider: a. Psychosomatic disease b. Organic disease c. Breakdown in immune system d. Digestive disorders e. Heart disease f. Cancer g. Arthritis h. Skin disorders i. Headaches j. Respiratory disorders	9. Discuss how stress affects health and well being. Otto, Julian, Tether and Nassif; pp. 173-174, 179-181 Berger and Levine; pp. 23-28 Tanner Bergsma and Thomasma; pp. 19-60 Gatchel and Baum; pp. 101-125 Rosdahl; pp. 17-29 Rosdahl (Instructor's Guide); pp. 4-5 Hoffman and Lipkin; pp. 65-66 Milliken and Campbell; pp. 82-83 Story; pp. 57-60 Managing Stress (Film) ICAN-Coping with stress; (Computer software) Stress management; (Computer software) (See the following units: Common Diseases, Body Systems, Psychology of Illness, Self-esteem)
10. Major Stages of Stress a. Alarm-the body prepares for "fight or flight" b. Resistance-the body tries to restore its natural balance c. Exhaustion-unless stress is removed, the mind and body become susceptible to illness (From Otto, J.H., Julian, C.J., Tether J.E., Nassif, J.Z. (1985). Modern Health Teacher's Edition. New York: Holt, Rinehart and Winston, Publishers; p. 174)	10. Describe the three major stages of stress. Otto, Julian, Tether and Nassif; p. 174 Tanner Kopolow Jaffe; pp. 73-76 Gatchel and Baum; pp. 39-75 Berger and Levine; pp. 24-25 Hoffman and Lipkin; pp. 65-66 "Stress" part I of Understanding Stress and Conflict (Filmstrip)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
9a. Hold a discussion about the many effects stress has on human health. Have students relate personal experiences with stress and have them tell the effects they experience from the stress. 9b. Show "Managing Stress". Discuss its content. 9c. Have students go through a computer software program. Discuss their answers.	Written tests multiple choice short answer fill-in-the-blank true/false sentence completion essay Oral test Inquiry during class discussion Computer program - evaluate on accuracy and completion of program. Otto, Julian, Tether, and Nassif; pp. 188-189 (Selected questions) Answers on p. 279 Rosdahl and Richardson (Workbook); pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150
10a. Hold a lecture-discussion on the three major stages of stress. Discuss the phenomena of "fight or flight". Have students relate personal experiences and reactions to stress. 10b. Show a filmstrip ("Stress"). Discuss the content.	Written tests multiple-choice short answer fill-in-the-blank sentence completion Inquiry during class discussion Otto, Julian, Tether, and Nassif; pp. 188-189 (Selected questions) Answers on pp. T34-T35

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
11. Sources of Stress a. Physical stressors b. Social stressors c. Occupational stressors d. Biological changes e. Behavior and life-style (From Otto, J.H., Julian, C.J., Tether, J.E., Nassif, J.Z. (1985). Modern Health Teacher's Edition. New York: Holt, Rinehart, and Winston, Publishers; pp. 176-179).	11. Examine several potential sources of stress. Otto, Julian, Tether, and Nassif; pp. 176-179 Tanner Pelletier; pp. 82-114 Jaffe; pp. 83-90 Gatchel and Baum; pp. 101-125 Fogarty; pp. 10-17 Hicks, Innes and Shores; pp. 9-11 Berger and Levine; pp. 15-22 Hoffman and Lipkin; pp. 65-66 Milliken and Campbell; pp. 82-83 Story; p. 54 Stress and the Young Adult; (Computer software) (See the following units: Psychology of Illness, Career Information, Body Systems, Life Stages, Self-Esteem, Interpersonal Relationships)
12. Type A Behavior vs. Type B Behavior a. Type A behavior: 1) Excessive competitive drive 2) Continual sense of time urgency b. Type B behavior: 1) Free of frantic sense of time 2) Ambition is based on well thought out goals (From Pelletier, K.R. (1977). Mind as healer, mind as slayer: A holistic approach to preventing stress disorders. New York: Dell Publishing Co.)	12. Differentiate between Type A behavior and Type B behavior as they relate to stress. Otto, Julian, Tether and Nassif; p. 182 Gatchel and Baum; pp. 101-125 Pelletier; pp. 124-134 Jaffe; pp. 106-109 Blake, Frye and Pejsach; pp. 19-22 Mill; pp. 124-126 "Stress and Anxiety" part II of Understanding Stress and Conflict (Filmstrip) (See the followint units: Professional Appearance and Behavior, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
11a. Hold a discussion about the different sources of stress in youth, adolescent, and adult life. 11b. Have students form buzz groups. Assign each group to a major category of stressors (Physical, Social, Biological, etc.) and have them identify specific sources of stress under each category. 11c. Have students evaluate their own stress level using the Holmes and Rahe Social Readjustment Rating Scale. Discuss the life events that contribute to the development of stress. 11d. Have the student go through a computer software program. Discuss their answers.	Written tests multiple choice matching true/false Inquiry during class discussion Self-assessment Holmes and Rahe Social Readjustment Rating Scale Computer program - evaluate on accuracy and completeness of program. Otto, Julian, Tether, and Nassif: pp. 188-189 (Selected questions) Answers on pp. T35-T35 Self-evaluation instrument in: Otto, Julian, Tether and Nassif: pp. 176-177 Jaffe; pp. 83-90 Pelletier; pp. 110-111
12a. Hold a lecture-discussion on Type A and Type B behaviors. 12b. Give students several different case studies involving individuals with either Type A or Type B behaviors. Have students determine which type of behavior the individual in the case study is portraying. 12c. Have students evaluate their own type of behavior using the self-evaluation instrument found in Otto, Julian, Tether, and Nassif on p. 182 or in Blake, Frye and Pejsach on p. 19-22. 12d. Show a filmstrip on stress.	Written tests multiple-choice true/false fill-in-the-blank short answer essay Written simulation-case studies Inquiry during class discussion Self-evaluation "Are you Type A or Type B Personality?" Otto, Julian, Tether, and Nassif: pp. 188-189 Answers on pp. T34-T35 Self-evaluation instrument in: Otto, Julian, Tether and Nassif: p. 182

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
13. Healthiness of your life style Topics to Consider: a. Nutrition b. Fitness c. Health and safety habits d. Stress	13. Determine the healthiness of your lifestyle. Otto, Julian, Tether, and Nassif; pp. 10-13 Rosdahl; p. 28 Rosdahl (Instructor's Guide): pp. 4-5 Milliken and Campbell; p. 17 Blake, Frye and Pejsach; pp. 5-10 Computer software: Health Awareness Games Health Maintenance Vol.II (See the following units: Nutrition, Safety, Body Systems)
C. Common Practices for Maintaining Good Health	
1. Lifestyle practices Topics for Consideration: a. Diet b. Exercise c. Psychotherapy d. Stress-reduction practices e. Minimal alcohol consumption f. No smoking g. No drug abuse	1. State lifestyle practices used in maintaining good health and reducing heart disease. Otto, Julian, Tether and Nassif; pp. 7-8, 16-43, 72-94, 172-184, 224-240 Pelletier; p. 133 Gatchel and Baum; pp. 233-254 Rosdahl; pp. 24-28 Rosdahl (Instructor's Guide); pp. 4-5 Hoffman and Lipkin; pp. 24-30 Milliken and Campbell; pp. 13-17 "The Wellness Revolution" (Film) "Health maintenance Vol.II" (Computer software) "Health Awareness Games" (Computer software) (See the following units: Nutrition, Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
13a. Have students determine the healthfulness of their life-style using the wellness test (in Otto, Julian, Tether, and Nassif; pp. 12-13). Discuss findings. 13b. Have students assess their level of control of their own health (in Blake, Frye and Pejsach). Discuss ways in which one could attain more control of their own health. 13c. Have students go through a computer software program. Discuss their answers.	Self-evaluation "Wellness Test" Inquiry during class discussion Computer program - evaluate on accuracy and completion. Otto, Julian, Tether, & Nassif; pp. 12-13 Milliken and Campbell (Workbook); pp. 11-12 Answers on p. 279 Rosdahl and Richardson (Workbook); pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150
1a. Discuss lifestyle practices for maintaining good health in general terms. Gather examples under each topic of consideration. 1b. Present the film, "The Wellness Revolution." Discuss the variety of wellness practices presented. 1c. Have students go through a computer software program. Discuss their answers.	Written tests true/false short answer essay Inquiry during class discussion Computer program - evaluate on accuracy and completion. Otto, Julian, Tether and Nassif; pp. 14-15, 44-45, 95-96, 200-201,241-242 (Selected questions) Answers to respective question sets: pp. T13-T14, T16-T17, T22-T23, T34-T35, & T43-T44 Hoffman and Lipkin; p. 31 Milliken and Campbell (Workbook); pp. 7-11 Rosdahl and Richardson (Workbook); pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Components of a complete workout a. Warm-up b. Aerobic phase c. Muscular strengthening and toning d. Flexibility phase e. Cool-down (From Otto, J.H., Julian, C.J., Tether, J.E., Nassif, J.Z. (1985). Modern Health-Teacher's Edition. New York: Holt, Rinehart and Winston, Publishers; p. 85	2. Compile a workout program including all the components of a complete workout for physical fitness. Otto, Jullian, Tether, and Nassif; pp. 73-94 Mokros; pp. 30-35 "Total Fitness in 30 Minutes a Week" (Film) (See the following units: Nutrition, Body Systems)
3. Coping with stress Desirable ways of coping: a. Define your goals b. Talk about your goals c. Record your stressors d. Know your limits e. Take care of yourself f. Make time for fun	3. Compare desirable and undesirable ways for coping with stress. Fogary; pp. 37-40 Kopolow Jaffe; pp. 96-113 Otto, Julian, Tether, and Nassif; pp. 183-187 Berger and Levine; pp. 29-35 Milliken and Campbell; p. 84

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Hold a lecture-discussion about the components of a complete workout. Have students share the types of workouts they perform regularly. 2b. Hold a brainstorming session. Have students think of all the possible exercises that could be done under each component. Compile the list on the board. Have students record them. 2c. Have a specialist in sports medicine or physical therapy speak to the class about a complete workout, specific exercises, and safety precautions during exercise. 2d. Have students take the self-assessment "What Fits Me?" (in Mokros; p. 33). Have them develop an individualized workout program from their results. Discuss their programs. 2e. Have students view "Total Fitness 30 Minutes a Week" (or another fitness film). Discuss the components of the fitness program presented.	Written tests matching short answer multiple choice fill-in-the-blank Inquiry during class discussion Self-assessment "What Fits Me?" Project evaluation - evaluate student's individual workout program. Make sure each component is addressed. Otto, Julian, Tether, and Nassif; pp. 95-96 (Selected questions) Answers on pp. T22-T23 Self-assessment: Mokros; p. 33
3a. Discuss different ways for coping with stress. Discuss how each way helps one to cope with stress. Compare desirable and undesirable ways of coping with stress. 3b. Have students read case studies about stress (found in Berger and Levine; p. 35 or in the Expanded Activity (C3b). Discuss the copers in each case.	Written tests true/false short answer essay Inquiry during class discussion Written simulation case studies Otto, Julian, Tether, and Nassif; pp. 188-189 (Selected questions) Answers on pp. T34-T35

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Coping with stress (cont'd)	
Desirable ways of coping: g. Stay out of triangles h. Express feelings i. Seek change in yourself j. Understand yourself k. Reduce source of stress l. Avoid self-medication m. Seek a balance in life n. Exercise o. Modify your attitudes toward the world that trigger stress p. Look for the humor in a situation q. Get organized, don't let things pile up r. Solve your problems and/or get a professional to help you solve them s. Manage your time effectively t. Make a commitment to a worthy cause u. Have faith in yourself v. Seek spiritual guidance w. Set a stable value system - set priorities x. Positive self-talk	"Coping with Stress" part III of Understanding Stress and Conflict (Filmstrip) "ICAN-Coping with Stress" (Computer software) (See the following units: Nutrition, Body Systems)
Undesirable ways of coping: a. Smoking b. Drinking alcohol and taking drugs c. Drinking caffeinated beverages d. Over-eating e. Not taking time to rest or sleep f. Doing leisure activities that increase stress g. Deny that there is something bothering you h. Complain about the situation i. Criticize others	

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3c. Show a filmstrip ("Coping with Stress"). Discuss content.	
3d. Have the students go through a computer software program. Discuss their answers.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Coping with stress (cont'd) Undesirable ways of coping: j. Develop stress related illnesses or become accident prone k. Impulse buy l. Procrastinate m. Seek revenge n. Become stubborn o. Throw tantrums p. Avoid the situation q. Worry	
4. Techniques for reducing stress Topic to consider: a. Relaxation exercises b. Biofeedback c. Meditation d. Autogenic training and visualization e. Holistic medicine f. Assertive communication and behavior g. Behavioral therapy	4. Examine various techniques an individual may use for reducing stress. Otto, Julian, Tether and Nassif; pp. 185-187 Pelletier; p. 191-322 Van Dyke, Temoshak, and Zegans; pp. 79-96 Berger and Levine; p. 36-50 Gatchel and Baum; pp. 223-254 Jaffe; pp. 171-210 and 236-252 Rosdahl; p. 28 Rosdahl (Instructor's Guide); pp. 4-5 Hoffman and Lipkin; p. 17 "Quieting Reflex Training: A choice for adolescents" (Instruction program) "Biofeedback Microlab" (Computer software) "Learning to Cope with Pressure" (Computer software) (See the following units: Communication, Introduction to Health Care, Body Systems, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Hold a teacher exposition on the various techniques used for reducing stress. Discuss how the techniques work to reduce stress. 4b. Have each student research a different technique. Have the students give a report on their findings. Discuss the content of each report with the entire class. 4c. Have an expert in the field of holistic health speak to the class. 4d. Try out a relaxation exercise with the class ("Quieting Reflex Training: A choice for adolescents"). Discuss their reactions. 4e. Have students go through a computer software program. Discuss their answers.	Written tests multiple-choice true/false short answer Observational techniques check list on reports Inquiry during class discussion Computer program - evaluate on accuracy and completion. Otto, Julian, Tether, and Nassif; pp. 188-189 (Selected questions) Answers on T34-T35 Rosdahl and Richardson (Workbook); pp. 11-12 Answers on p. 279 Richardson (Testing program); p. 5 Answers on p. 150

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
5. Health careers involved in promoting wellness Careers to consider: a. Dietitian b. Physical education teacher/ athlete trainer c. Dentist d. Dental hygienist e. Psychologist f. Occupational therapist g. Pharmacist h. Health educator i. Physical therapist j. Optometrist k. Physician assistant l. Registered nurse m. Medical research scientist n. Environmentalist	5. List health careers involved in promoting wellness and a healthy lifestyle. Otto, Julian, Tether, and Nassif; pp, 97, 167, 243, 309, 375, 441, 509, 577 (See the following unit: Career Information)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5a. Hold a discussion about health careers involved in promoting wellness and a healthy lifestyle. Discuss with students ways in which these health workers could use patient/client education in order to promote wellness.	Written tests multiple-choice matching short answer Inquiry during class discussion
5b. Hold a brainstorming session. Have students think of other health careers involved in promoting wellness not mentioned here. Have them compile a list of the careers.	

Expanded Activity C.3b.

Topic:

C. Common practices for maintaining good health

Student Competency:

3. Compare desirable and undesirable ways of coping with stress.

Overall Purpose of the Activity:

1. To help student compare desirable and undesirable ways of coping with stress, through the case study method.
2. To help students identify coping responses which will be helpful in managing transitions.
3. To help students identify possible outcomes of a transition and assess the payoff of outcomes.
4. To help students identify desirable ways of coping with stress in their own lives.

Directions for Conducting the Activity:

1. Brainstorm with the students to compile a list of ways someone may cope with stress (include the desirable and undesirable copers listed in the content).
2. List the ways of coping on the board, overhead projector, or flipchart. For each "coper", have the student decide if it is a desirable or undesirable way of coping with stress.
3. Have the students read each of the Case Studies in this activity. Have them use the Case Study Question and Answer Sheet to compare the copers used in each case.
4. Discuss the student's answers to the questions on the Case Study Question and Answer Sheet. Use the Discussion Questions to lead the discussion.
5. Have the students fill-out the My Copers worksheet.

Suggestions for Evaluation:

Teacher assessment of the completed Case Study Question and Answer Sheet & My Copers worksheet, and oral responses to discussion questions.

(Student's Form)

Case Studies

#1 Sally just started her job as a nursing assistant at Community Nursing Home last month. She graduated from high school with average grades in all her classes last year. Being a student in Health Occupations helped her to choose the occupation that was most suitable for her. She had acquired some skills in nurse assisting when working under an assistant, during the clinical part of her Health Occupations class. Since she never had full responsibility working alone as an assistant, she is very nervous in her new job. Making the transition from student to assistant has created tremendous stress in her life. To handle her stress, she has started smoking on her coffee breaks and at home. She feels as though it helps her to relax.

#2 David has been elected president of his senior class. He has never taken a leadership role in anything in his life. As president, he is responsible for leading student council meetings. He is also responsible for organizing the homecoming activities. The stress of his new leadership role seems to be compounded by his school work, social life and home responsibilities. He has been neglecting these responsibilities for a month now.

Yesterday, he decided to get organized and set some clear-cut goals instead of sitting around and waiting for someone else to take the initiative to get things done.

#3 Diane is a high school student and the oldest of three children. Her parents just recently got a divorce. She and her siblings are now living with her mother, who works full-time to pay the bills. The divorce was difficult for Diane. She loves both of her parents, but feels trapped in the middle. Now, she is faced with a great amount of stress and a great deal of responsibility. She is expected to take extra responsibility with cleaning around the house and making dinner each day. She drowns her sorrows and stress in a few bowls of ice cream after school each day.

#4 Mark is a student in Health Occupations, who has a genuine concern for people. He is empathetic to patients and students, alike. Recently, Mark's best friend George went through a difficult period in his life. George could not handle all of the pressure he was feeling at home and at school. One night he called Mark on the phone. George threatened to kill himself if his problems did not subside. Mark immediately drove to George's house and talked him out of suicide. Mark suggested that he see a counselor about his problems.

After taking on all of the problems of his friend, Mark was feeling stressed himself. He decided to take part in a regular daily exercise program.

(Student's Form)

Case Study Question and Answer Sheet

1. What kind of coper is Sally using in case study #1 to help herself get through her transition? It is desirable or undesirable?

2. What will be the long term effects on Sally of using smoking as a coper?

3. What are some alternative copers you might suggest to Sally?

4. In case Study #2, David has handled his stress differently than Sally. What kind of coper is David using? It is desirable or undesirable?

5. What will be the benefit for David of using goal-setting as a coper to get through his transition?

6. How would Sally's future change if she used goal-setting as a coper?

(Student's Form)

7. How would David's future change if he uses smoking as a coper?

8. What is Diane's transition, in case Study #3?

9. Is she using a desirable coper to get her through the transition?

10. What are the consequences of using this type of coper?

11. In case Study #4, what is the "coper" George originally decides to use to relieve all the pressure he is feeling? What would be the consequences for George, his family, and his friends if he takes this drastic measure?

12. What kind of coper does Mark suggest to George? It is desirable or undesirable?

13. What would be the advantages for George, his family, and his friends if he takes Mark's advice?

(Student's Form)

14. Is Mark going through a transition? What would Mark's future be like if he continues to take-on the problems of all of his friends and patients?

15. What kind of coper does Mark decide to use to minimize his stress? Is it desirable or undesirable?

(Teacher's Form)

Discussion Questions

After discussing the questions on the Case Study Question and Answer Sheet in class, ask these questions:

1. What are all the copers used in the case studies you read? (Write a list of the copers on the board)

2. Which copers are desirable and which are undesirable? (Mark each coper as desirable with a "D" or undesirable with a "U")

3. In what ways can the desirable copers help a person through other transitions in their lives?

4. In what ways can the undesirable copers create more problems for the person and those around him/her if the coper is used continually?

5. What kind of transitions have you gone through?

6. What copers have you used to reduce your stress when going through these transitions?

7. Are they desirable or undesirable?

8. What are the advantages and disadvantages of using these copers?

(Student's Form)

My Copers

I. What kinds of copers do you use to minimize your stress and help you through a transition? Make a list of them below.

_____1)

_____2)

_____3)

_____4)

_____5)

_____6)

_____7)

_____8)

_____9)

_____10)

(Student's Form)

II. On the line next to the coper, label the coper as either desirable with a "D" or undesirable with a "U".

III. Next to each coper write the advantages and disadvantages of using each coper for an extended amount of time.

IV. Cross out those copers which have too may disadvantages and are undesirable.

V. Add to the list any desirable copers you never thought to use before.

VI. Use the copers on your list the next time you go through a transition.

VII. Cross-out the copers that did not work well for you. Add desirable copers that may have worked better.

VIII. Continue this decision making process so you will have a list of copers to refer to each time you go through a transition.

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Fit to be you; 3 films/color, 12 min. each, Walt Disney. S (B1)

Managing stress; 35 min/color film, C.R.M/McGraw-Hill Films.

Quieting reflex training: A choice for adolescents; 4 cassettes; 18 activity cards; 13 instruction cards; a guide (40 transparencies optional), Sunburst communications. S (C4)

Spiritual needs of the patient; 20 mins, filmstrip, slides, cartridge, or video, Garden Grove, CA: Medcom, Inc. S (B5)

The physiology of exercise; 2 filmstrips, 2 cassettes & a teacher's guide, Sunburst commications. S (B1)

The wellness revolution; 28 min/color film, Sunset Films. S (C1)

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UNIT XIX

SAFETY

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2. Core Content

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OVERVIEW OF CONTENT

Personal safety and patient well-being are an integral part of the health care system. Maintaining safety helps to reduce expenditures and most importantly, ensure a safe environment for staff and patients alike.

Each of us in the health care field must be aware of the easily over-looked dangers related to safety mishaps. Areas of concern include wet surfaces, swinging doors, malfunctioning or inappropriately used equipment, and many more. Accident prevention programs are designed to increased the awareness of students and employees to the dangers. Knowing the types of hazards or mishaps that commonly occur and how to prevent them is every health care worker's responsibility.

Many hospitals use extensive systems of fire control planning, readiness, prevention and control response. By closely following hospital rules in regards to smoking, electrical safety, oxygen usage, and proper trash disposal, many fires can be avoided. A simple response system used by many is the R.A.C.E. procedure for fighting a fire. Students and employees alike can remember this easily as "R" stands for the removal of patients, "A" for the alarm activation, "C" for containing the fire, and "E" for extinguishing the fire.

Another frequently overlooked area of concern is the use of body mechanics: how we lift, pull, and push heavy objects. It is not uncommon for health care workers to strain their backs while using poor techniques when lifting patients or other heavy objects. Use this portion of the unit to increase your students' awareness and to practice the techniques used in good body mechanics.

Each of us has probably had to respond to an emergency at one time or another in our lives. We have also probably learned that being prepared for an emergency is the best response. Any health care staff is capable of reducing the number of injuries that may potentially occur if they are properly trained and practiced. In certain instances, patients should be knowledgable enough to be able to respond in cases of electrocution, fire, flood, and improper equipment usage.

Health care workers who are safety conscious are an asset to their team. By being aware of safety hazards and emergency situations they help prevent injury, discomfort, and additional loss of revenue.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. General Safety 1. Implications of safety a. Safe working environment b. Healthy patient environment c. Clean, orderly workplace d. Savings of materials and work time	1. Explain the importance of patient/ personal well-being. Otto; pp. 546-555 (See the following units: Career information, Body systems, Microorganisms, Wellness concept)
B. Hazard Prevention 1. Safety hazards a. Stairways b. Swinging doors c. Spilled fluids d. Frayed electrical cords e. Defective outlets f. Malfunctioning equipment g. Slips and falls h. Unsafe equipment usage i. Misidentification of patients j. Others	1. List potential hazards typical to the health care facility. Badasch and Chesebro; p. 174 Schniedman and Lambert; pp. 65-68 (See the following units: Career Information, Body Systems, Microorganisms, Wellness Concept)
2. Accident prevention a. Follow instructions b. Report potential accident sites c. Never run d. Use handrails e. Avoid malfunctioning equipment f. Always check labels g. Clean up all spills h. Others	2. Define the proper means of preventing hazards in the workplace. Badasch and Chesebro; p. 174 Schneidman and Lambert; pp. 65-68 (See the following units: Career Information, Body Systems, Microorganisms)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. As a class, have a discussion involving the use of safety methods, the importance of following procedures, and the possible harmful effects of not following these procedures.	Written tests multiple-choice short answer true/false Oral tests Class participation
1b. In groups, list ways in which a health care worker could contribute to a safer working environment.	List - evaluate list on quality and quantity.
1c. Invite a guest lecturer to discuss safety measures and the significance to patient and employee health.	
1a. Have students interview friends and relatives and create a list of potential hazards that might occur in health care facilities.	Written tests multiple-choice short answer true/false fill-in-the-blank
1b. As a class, generate a list of hazards encountered in health care institutions. Additionally, students may wish to create a list of observed hazards in their school.	Oral tests Class participation List - evaluate list on quality and quantity.
2a. Problem-solve! Discuss and generate in class the proper means of ensuring hazard prevention.	Written texts multiple-choice short answer fill-in-the-blank
2b. Observe an audio-visual on preventing injuries in the workplace. Discuss the proper means of preventing hazards in the workplace.	Oral tests Class participation

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
C. Fire Safety	
1. In case of fire (R.A.C.E. System) a. Remove all patients and personnel b. Activate the alarm c. Contain the fire d. Extinguish the fire	1. Name the steps necessary in activating a fire alarm and assisting in patient safety during a fire. Schneidman and Lambert; pp. 74-75 Badasch and Chesebro; pp. 179-180
2. Starting a fire a. Fuel: any burnable material b. Oxygen: normal air c. Heat: flame or sparks	2. Name the elements necessary to start a fire. Badasch and Chesebro; p. 179 Schniedman and Lambert; p. 73
3. Prevention methods a. Follow smoking rules b. Check electrical equipment c. Clean up spilled flammables d. Follow oxygen use procedures	3. List ways in which fires can be prevented. Badasch and Chesebro; p. 179 Otto; pp. 551-552 Schneidman and Lambert; pp. 73-74
D. Body Mechanics	
1. Importance of body mechanics a. Prevents fatigue b. Prevents injury c. Reduces pain	1. Explain the importance of appropriate body mechanics. Badasch and Chesebro; p. 182 Hicks; p. 35 (See the following unit: Body Systems)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Show an audio-visual depicting appropriate fire alarm activation procedures and fire prevention safety.	Written tests multiple-choice short answer fill-in-the-blank Oral tests Class participation
1b. Have the fire department demonstrate and assist students in the proper fire extinguishing procedures.	
2a. Discuss the elements that are necessary to start a fire, relating them to actual fires.	Written tests multiple-choice short answer fill-in-the-blank Oral tests Class participation
2b. Demonstrate the effect that occurs when one of the elements is taken away from an existing flame. (a). Watch a match burn out, b). Put a glass over a flame, c) Blow the flame off a match.)	
3a. Visit a health care facility and learn its methods of fire prevention and activation procedures.	Written tests short answer multiple-choice fill-in-the-blank Oral tests Class participation
1-3a. Ask a fire inspector or fire prevention specialist to speak to the class about all aspects of fire safety.	
1a. Discuss how good and bad body mechanic techniques may effect the hospital employee and the patient.	Written tests short answer fill-in-the-blank Oral tests Class participation Hicks; p. 49

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Good body mechanics a. Maintain good balance b. Use legs and hips c. Keep a straight back d. Do not twist your body trunk e. Use leverage f. Create a wide support	2. Demonstrate good body mechanics in the lifting, pulling, and pushing of heavy objects. Badasch and Chesebro; pp. 182-183 Hicks; pp. 37-40 Rantz and Courtial; pp. 1-2 (See the following unit: Body Systems)
3. Movement techniques a. Hip carry b. Pack-stap carry c. Ankle roll d. Swing carry e. Extremity carry f. Others	3. Demonstrate the techniques used in the movement of patients under both routine and in emergency situations. Hicks; pp. 40-49 McGrath; pp. 5-26 (See the following unit: Body Systems)
E. Emergency fundamentals	
1. Emergency situations a. Flooding b. Tornadoes c. Fire d. Mass trauma e. Earthquake f. Nuclear disaster g. Others	1. List potential emergencies encountered within your health care institution's community. Otto; pp. 556-557
2. Emergency response * Varies with each potential emergency situation and institution	2. Identify the measures necessary in responding adequately to each specific emergency. Otto; pp. 556-557

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Show an audio-visual demonstrating the best ways to apply body mechanics. 2b. Demonstrate lifting objects using good body mechanics. Have the students return-demonstrate.	Written tests short answer fill-in-the-blank Oral tests Class participation Return-demonstration-assess on accuracy.
3a. In groups, practice applying correct body mechanic procedures. This should include the movement of objects and people. 3b. Demonstrate the different movement techniques. Have the students return-demonstrate.	Written tests short answer fill-in-the-blank Oral tests Class participation Return-demonstration-assess on accuracy.
1a. Have the class list and define types of emergencies potentially possible in the community. 1b. Have the class split into groups. Have each group make a list of potential emergencies. See which group develops the best list.	Written tests short answer fill-in-the-blank Oral tests Class participation List-evaluate on quantity and quality.
2a. Have students study the proper procedures used in an emergency. Then, as groups, have students role play and respond to each specific emergency. 2b. Invite a speaker from a local health care facility to discuss how they handle emergencies.	Written tests short answer fill-in-the-blank Oral tests Class participation Group role play-assess on accuracy and participation.

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UNIT XX

LIFE STAGES

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OVERVIEW OF CONTENT

People are constantly changing. Changes occur in many ways, such as physical characteristics, thinking processes, morality judgments, and personality. It is important that all who study health care understand the many changes that occur throughout life. Each life stage involves unique concepts and issues. They should all be discussed with the learner, so that he/she can accomplish full and complete understanding of patients' desires and needs. The study of topics in human development, child care, adolescence, adulthood, and aging will start the learner on the path to greater empathy and compassion for their patients.

Human development has been explained and described by many different theorists in the past. Some theorists have described personality development as originating and developing from internal influences (heredity or "nature"), while others believe external influences (environment or "nurture") shape the personality. Other theorists believe both internal and external influences work together in the development of a personality.

Erik Erikson has composed eight stages to explain the development of human life (Kimmel, 1980). His stages contain the crucial challenges which an individual faces along the path of life. Each stage contains two opposing issues, which create a struggle within the person. The individual must properly resolve the struggle, in order to develop through future stages.

Piaget has proposed four basic stages to explain the psychological development of human beings (Bee, 1981). He believes each person must pass through each stage, one at a time, so that he/she can develop and mature psychologically.

One must plan for the many challenges which lie ahead. Issues concerning career, marriage, child rearing, and retirement plans must all be reviewed and discussed before making decisions about the future. An exercise in constructing a life plan should give a health occupations student some insight into the struggles, challenges and decisions patients are facing throughout their daily lives.

Some of the most difficult types of patients to manage at the health care facility are children. One reason for the difficulties stem from the fact that children establish attachments with parents that cause "separation anxiety" when they are kept from their parents for any extended amount of time. With the changing roles of women, attachment behaviors during infancy and childhood may develop differently.

Many things can influence a child's behavior. Three prominent influences are: the stage of development under which the child currently operates, the individuality of the child, and the type of environment the child occupies. These behaviors often need to be controlled. Parents use several different types of discipline measures. Some measures are effective and others are not. The health care worker who can properly evaluate discipline measures will be able to propose the most effective discipline measures at his/her health care facility.

Before disciplining a child, it is important to determine the stage at which the child is using moral judgements. Kohlberg has developed a list of six stages of moral judgement which explain the levels at which people reason (Bee, 1980). In order to insure discipline when the child is not with an adult, one must promote self-discipline within the child. When managing children in the health care setting, it is important to use the most effective discipline measures, including the promotion of self-discipline.

Often, workers in health care see children who have been subjected to some form of abuse. It is important for students in health care to understand the causes of child abuse and the possible remedies available for the child and the abuser. An abused child tends to be quite troubled and confused. In order to provide specialized care to the abused child, one should investigate the child's perspective. Ingredients for the care of abused children should include compassion, understanding, empathy, trust, and love. Health care students should be able to suggest different ways in which to mix all of these ingredients in ways that should be satisfying to the abused child.

Adolescence is often an awkward, troubling time. It is a time when adolescents try to grasp a sense of their "self" by seeking out their place in the world. According to Havighurst (1972), the adolescent should achieve a few selected tasks, in order to properly develop and mature. This development process often brings about many transitions, changes, and conflicts. The structures must be challenged, so that a true "identity" can emerge. A mature adolescent sees the challenge of seeking a true identity and faces up to the challenge. Successful transitions influence a person's self-esteem. In adolescence, self-esteem is especially sensitive. It is important that the students are aware of the complexity of their own self-esteem by putting it an a graph. Many characteristics are included in the description of a truly mature adolescent. Adolescent students can learn more about maturity by evaluating their own levels of maturity. Because the adolescent is experiencing transitions, it is important that the health care student study ways to make the adolescent's stay at the hospital more pleasant and less stressful.

During adulthood, many events occur. A patient in the adult years has much to worry about. The students in health occupations must consider the many roles of their adult patients, in order to help them through their illnesses.

With the advancement of medical technology, the elderly population has grown larger and will continue to grow in the coming years. Now, more than ever, it is important for the health care worker to become aware of the special needs and desires of the elderly patient. Many physical and biological changes occur during aging which require special care. Society has stereotyped the elderly as being useless, lazy, unable to work or learn new things, etc. However, many of these social conventions of aging do not describe the true biological changes of the elderly.

The onset of the growing elderly population has increased concern for the type of care available for the aged. The traditional retirement home (including the nursing home) tends to be overcrowded, costly, and lacks privacy. Many older individuals prefer to live at their own home. However, many older people living at home maintain a poor diet and lack of proper care. In recent years, contemporary approaches to caring for the dependent elderly (home health care, "meals on wheels", outpatient care) have made it possible for the elderly to have a balanced diet and proper care in the comforts of their own home. Health care students should be aware of these new approaches to caring for the elderly and continue to study the health care industry, in order to seek out future advances in geriatric care.

The physical and biological changes in the elderly are only a small aspect of the overall changes that occur during the advancing years. The many roles (work roles, social roles, family relationships, etc.) change dramatically. These changes can cause much conflict and despair for the elderly. These types of changes bring about several warranted and unwarranted attitudes toward the elderly. The attitudes are possessed by the society, as well as the elderly persons themselves. It is important that the health occupations student study specific aspects of geriatric care, in order to provide the best and proper type of special care needed by the older patient.

In order to insure that students in health care occupations will give complete and empathetic care for the patients they encounter, students must study the development, conflicts, and challenges of patients. A comprehensive study of human development, child care, adolescence, adulthood, and aging can provide them with the background to become compassionate and empathetic health care workers.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. Human Development Stages	
1. Personality development a. Heredity (nature or internal influences) b. Environment (nature or external influence) c. Integration of the two	1. Discuss the three theories that explain the origin of personality development. Bee: pp. 19-28 Ames: p. 15 Rosdahl: p.51 Rosdahl: (Instructor's Guide): pp. 6-7 Growing Years Series: "Heredity and Environment" (Film) (See the following unit: Self-esteem)
2. Erikson's developmental stages a. Basic trust vs. mistrust b. Autonomy vs. shame and doubt c. Initiative vs. guilt d. Industry vs. inferiority e. Identity vs. role confusion f. Intimacy vs. isolation g. Generativity vs. stagnation h. Ego integrity vs. despair	2. Compare Erikson's developmental stages. Bee: pp. 316-322 Bonstingl; pp. 564-567 Bonstingl; (Teacher's Guide) Thomas; pp. 399-412 Thomas; (Teacher's Guide) Draper; pp. 102-103, 170, 239, 287, 295, and 339 Houghton; Appendix I-P Kimmel; pp. 13-17 McNeil; pp. 107-118 Unrau: (Teacher's Guide for McNeil) Weinstein; pp. 27-28 Rosdahl (Last three stages): pp. 66-69 Rosdahl (Instructor's Guide): pp. 6-7 Milliken and Campbell: pp. 635-636 Story: pp. 16-20 "Normal Growth and Development: Performance" (Computer software) (See the following units: Self-esteem, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Using a teacher exposition method explain and discuss the three theories of personality development. 1b. Show the growing years series film "Heredity and Environment." Discuss the content.	Written tests multiple choice true/false short answer Inquiry - questions during teacher exposition Oral test - review questions before final examination. Rosdahl and Richardson (Workbook): pp. 21-23 Answers on pp. 280-281 Richardson (Testing program): pp. 10-11 Answers on p. 151
2a. Using the discussion method, explain Erikson's developmental stages. 2b. Have students make a collage of one or two of Erikson's stages. Have the student divide the collage into the two issues depicted in each stage. 2c. Compare Erikson's stages with those described by Shakespeare in As You Like It II vii (Unrau, 1978) 2d. Have students go through a computer software program. Discuss their answers.	Written tests multiple choice true/false short answer essay fill-in-the-blank matching agree/disagree Inquiry - questions during the discussion in class Oral test - review question before final examination. Collage - evaluate on completeness and accuracy. Computer software - evaluate on completeness and accuracy. Bonstingl; pp. 135-137 (Selected questions) Unrau; Ch. 4 (Selected questions) Rosdahl and Richardson (Workbook): p. 27 Answers on p. 282 Richardson (Testing program); p. B Answers on p. 151 Milliken and Campbell (Workbook): pp. 319 Story; p. 21

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Examples of Erikson's developmental stages (See A2)	3. Cite an example for each of Erikson's developmental stages. (See references in A2)
4. Life plan Topics for consideration: a. Values b. Short-term goals c. Long-term goals d. Unrealistic goals e. Risks f. Timing and choices g. Realistic career choices h. Job training and schooling i. Family influences on career j. Women and work k. Dual-career families l. Importance of leisure during retirement m. Financial concerns during retirement n. The family cycle o. Divorce p. Unmarried and widowed persons	4. Construct a life plan for your future, including: education, career, marriage, child rearing, and retirement plans. Melberg; (Child rearing) McNeil; (Child rearing) pp. 131-114 (Aging) p. 121-123 Unrau; (Teacher's Guide for McNeil) Houghton; (Marriage) Kimmel; (Career and retirement) pp. 263-303 (Marriage and child rearing) pp. 191-241 Rosdahl; pp. 50-74 Rosdahl (Instructor's Guide); pp. 6-7 "And a time for choice" (Goal setting filmstrip) (See the following units: Problem Solving, Career Information, Interpersonal Relationships, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Using a chart of Erikson's developmental stages, have students cite an example of the conflicting issues in each stage.	Written tests short answer essay Inquiry - hand out written questions for discussion for each buzz group in activity A 3b.
3b. Have students form buzz groups and discuss the examples they cited for each of Erikson's stages. Have each buzz group report back to the large group.	Computer software - evaluate on completeness and accuracy.
3c. Have students go through a computer software program. Discuss their answers.	
4a. Discuss realities and misconceptions of: work, marriage, child rearing, aging, and retirement.	Life plan - Have students construct a life plan for their future, including: Career, Marriage, Child rearing, and retirement plans. (Evaluate plan on completeness and realisitic goal setting.)
4b. Present the filmstrip series on goal setting (Cochran). Discuss content.	
4c. Present the learning kit on goal setting ("And a time for choice"). Discuss content. You may have students complete suggested projects.	
4b. Have students briefly write their plans for career, marriage, child rearing and retirement.	
4e. Have students discuss their plans in buzz groups. Have groups report back to large group. Discuss results and findings.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
B. Child Development	
1. Piaget's stages of child psychological development a. Sensorimotor stage b. Preoperational stage c. Concreate operational thought d. Formal operational thought	1. Classify children under Piaget's stages of child psychological development according to the characteristics for each stage. Bee; pp. 224-252 Melberg; part I, "Cognitive Development" Singer; pp. 71-74 Milne Sowers; p. 56 "Child Care" (Computer software) (See the following unit: Problem Solving)
2. Developmental tasks of childhood a. Infancy (Birth to 1 yr.) 1. Learning to walk 2. Learning to eat solid foods 3. Beginning to talk and communicate with others 4. Beginning to have emotional relationship with parents, brothers, and sisters 5. Developing stable sleep and feeding patterns	2. Discuss the developmental tasks of the child within each stage of development. Sorrentino; pp. 86-100 Rosdahl; pp. 50-62 Rosdahl (Instructor's Guide); pp. 6-7 Milliken and Campbell: pp. 701-714 Films: The Child Series Infancy through Adolescence Series

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Using the teacher exposition method, describe each of the child development stages of Piaget.	Written tests multiple choice matching short answer fill-in-the-blank sentence completion essay Inquiry - questions during the teacher exposition and class discussion(s) Oral test - review questions before final examination. Computer software - evaluate on completeness and accuracy. Classification exercise - assess on accuracy of classification.
1b. Have students complete the self-directed teaching module activity (Sowers; p. 56, Objective #1, Activity #5). Discuss results.	
1c. Collaborate with an elementary school class. Have your students perform thinking ability experiments on an elementary student and on a classmate and classify the students under one of Piaget's stages (Sowers, p. 56). Discuss results.	
1d. Have students read "Piglet, Pooh and Piaget" (Singer; pp. 71-74) and "Winnie the Pooh" (Milne). Hold a discussion on the analysis of the Pooh characters, according to Piaget.	
1e. Have students go through a computer software program. Discuss their answers.	
2a. Discuss the different developmental tasks under each stage of childhood with the students. Have them recall their childhood. Discuss the tasks they accomplished at the various stages. Emphasize the fact that some children may be slower at accomplishing the tasks.	Written tests multiple choice word sets agree-disagree fill-in-the-blank true/false Inquiry - discussion questions Oral tests - review question before final examinattion.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Developmental tasks of childhood (cont'd) b. Toddler years (1-3 yrs.) 1. Tolerating separation from the mother 2. Gaining control of bowel and bladder function 3. Using words to communicate with others 4. Becoming less dependent on the mother c. Preschooler years (3-6 yrs.) 1. Increasing the ability to communicate and understand others 2. Performing self care activities 3. Learning the differences between the sexes and developing sexual modesty 4. Learning right from wrong and good from bad 5. Learning to play with others 6. Developing family relationships d. Middle childhood (6-8 yrs.) 1. Developing the social and physical skills needed for playing games 2. Learning to get along with other children of the same age and background 3. Learning behaviors and attitudes appropriate to one's own sex 4. Learning basic reading, writing, and arithmetic skills 5. Developing a conscience and morals 6. Developing a good feeling and attitude about oneself	2. Discuss the developmental tasks of the child within each stage of development. (cont'd) (See the following units: Self-esteem, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2b. Show films on child development. Discuss the tasks expected of children at each age. Are these tasks realistic for all children at each stage?	Kelly (Workbook); p. 29-32 Answers on pp. 134-135 Kelly (Instructor's Guide); pp. 16 Rosdahl and Richardson (Workbook); pp. 21-23 Answers on pp. 280-281 Richardson (Testing program); pp. 10-11 Answers on p. 151 Milliken and Campbell (Workbook); pp. 341-345

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Developmental tasks of childhood. (cont'd) e. Late childhood (9-12 yrs.) 1. Becoming independent of adults and learning to depend on oneself 2. Developing and keeping friendships with peers 3. Understanding the physical, psychological, and social roles of one's sex 4. Developing moral and ethical behavior 5. Developing greater muscular strength, coordination, and balance 6. Learning how to study (Sorrentino; 1984)	
3. Pros and cons of parent-infant attachment Topics for consideration: a. Bonding b. Hormonal "readiness" in the mother c. "Maternal sensitive period" d. Fear of strangers e. Giving of affection f. Child abuse and neglect g. Separation anxiety h. Independence i. Dependency j. Sibling rivalry	3. Discuss the pros and cons of parent-infant attachment. Bee; pp. 5-10 and 328-344 Melberg; (Social Development Section) Scott Sraufe; pp. 50-57 Fontand; (Social Development Section in Melberg) McNeil; Ch. 4 Unrau; Ch. 4 (Instructor's manual for McNeil) Draper; pp. 104-109 "Emotional Ties in Infancy" (Film) "Rock-a-Bye Baby" (Film) (See the following units: Self-esteem, Problem Solving)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Have students read "On Mother's Lap" (Scott) and discuss the topics of affection, sibling rivalry, independence, dependency and bonding. 3b. Have students split into buzz groups. Have each group identify pros and cons of parent-infant attachment. Discuss their findings and relate them to the health care field in a large group discussion. 3c. Show the film, "Emotional Ties in Infancy" or "Rock-a-Bye Baby" and discuss content.	Written tests essay short answer sentence completion Inquiry - questions during the discussion in class Oral test - review questions before final examination -or- part of an oral quiz.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Working mothers and attachment Topics for consideration: a. Separation anxiety b. Child neglect c. Dependency behaviors d. Guilt	4. Identify problems working mothers may encounter when raising children. Melberg; Social Development Section; Objective #3 Moore; pp. 77-82 (in Melberg) (See the following units: Self-esteem, Interpersonal Relationships, Problem Solving)
5. Influences on child behavior a. Stage of development b. Individuality c. Environment	5. Explain how the stage of development, individuality and environment of a child influence the child's behavior. Bee; pp. 19-28, 223-254, 295-323 457-479 Ames; p. 5 Films: Growing Years Series: "Individual Differences: Infancy to Early Childhood"; "Personalty: Early Childhood"; "Personality: Middle Childhood"; "Three cognitive Skills: Middle Childhood"; "Physical Development". (See the following units: Self-esteem, Personal Appearance and Behavior, Interpersonal Relationships)
6. Discipline measures Topics for consideration: a. Physical punishment b. Withdrawal of love c. "Induction" (Reasoning with child) d. Modeling e. Explaining moral behavior	6. Evaluate discipline measures used by parents. Bee: p. 399 and 402-405 McNeil; pp. 113-113 Unrau; (Teacher manual for McNeil) Percy Brophy; (Cassette)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have students read the article, "Working mothers and their children" (Moore) and discuss the content.	Written test Short answer essay Inquiry - questions during discussion Oral test - review questions before final examination.
4b. Have students write a short essay on how they would raise a child if they were a single, working parent. Discuss essay in class.	
5a. Hold a directed discussion. Explain the influences of stages of development, individuality, and environment on children's behavior. Discuss findings and relate them to the influences on child behavior.	Written tests essay short answer Inquiry - questions during the discussion Oral test - review questions before the final examination.
5b. Have students visit a playground or classroom and make observations on the children's behavior. Discuss findings and relate them to the influences on child behavior.	
5c. Show films on child development. Discuss the difference between children and how the differences influence their behavior.	
5d. Have a day care manager or instructor come in to discuss the changes seen in children as they relate to one another.	
6a. Have students form buzz groups and discuss discipline measures used by parents. Have each group develop a list of effective and ineffective discipline measures. Have each group report back to the large group. Discuss and evaluate responses.	Written tests matching multiple choice short answer essay Simulation technique - evaluation of a case study pertaining to child discipline Inquiry - questions during the discussions

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. Discipline Measure (cont'd) Topics for consideration: f. Reinforcement of desired behavior g. Consistent and appropriate punishment h. Rule setting	Child Care: (Computer software) (See the following units: Self-esteem, Personal Appearance and Behavior, Problem Solving)
7. Kohlberg's stages of moral judgment Preconventional Morality a. Punishment and obedience orientation b. Individualism, instrumental purpose, and exchange Conventional morality a. Mutual interpersonal expectations, relationships, and interpersonal conformity b. Social system and conscience law-and-order orientation Postconventional (principled) morality a. Social contract or utility and individual rights b. Universal ethical principles	7. Classify hypothetical individuals under one of Lawrence Kohlberg's six stages of moral judgment. Bee; pp. 405-414 Melberg; (Moral Development Section) Draper; p. 364 Ames; pp. 150-151 Film: Growing Years Series "Moral Judgment" (See the following units: Self-esteem, Interpersonal Relationships, Problem Solving, Personal Appearance and Behavior)
8. Self-discipline a. Consistent and appropriate punishment b. Explain appropriate behavior c. Be a good role model d. Set realistic rules	8. List ways in which to teach children self-discipline. Bee; p. 399 and pp. 413-418 Olds; pp. 62+ (in Melberg) Ames; p. 152 Percy

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
6b. Have students read the book, "How to grow a child: A child's advice to parents" (Percy). Discuss content.	Computer software - evaluate on completeness and accuracy. List - assess on quantity and quality.
6c. Have students listen to the cassette "Discipline battles between parents and children" (Brophy). Discuss content.	
6d. Have students go through a computer software program. Discuss their answers.	
7a. Using the Lecture/Discussion method, describe all six of Kohlberg's moral judgment stages. Cite examples for each.	Written tests multiple choice matching short answer fill-in-the-blank sentence completion Inquiry - questions during discussion Oral test - review questions before final examination
7b. Formulate several case studies requiring the use of moral judgment. Have students judge the situation based on their own morals. Have the students identify the moral stage they used to judge the situation.	
7c. Show film on moral judgment. Discuss how factors such as age, development and self-esteem can influence the stage in which a child operates for moral judgment.	
8a. Hold a directed discussion. Explain the different ways to teach children self-discipline. Encourage students to suggest additional ways.	Written tests short answer sentence completion Inquiry - questions during discussion Computer software - evaluate on completeness and accuracy. List - assess on quantity and quality.
8b. Have students read the article, "Teaching your child right from wrong" (Olds). Discuss content.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
8. Self-discipline (cont'd) e. Raising their level of reasoning for making moral decisions f. Value clarification exercises	Child Care; (Computer software) (See the following units: Self-esteem, Problem Solving)
9. Managing children in the health care setting Topics for consideration: a. Induction b. Modeling c. Explaining moral behavior d. Reinforcement of desired behavior e. Consistent and appropriate punishment f. Set realistic rules g. Raising their level of moral logic about moral decisions h. Value clarification exercises	9. Propose ways in which a health occupations worker should manage children and promote a child's self-discipline in the health care setting. Bee; p. 399 McNeil; pp. 113-114 Unrau; (Teacher's manual for McNeil) Ames; p. 150-152 Percy Milliken and Campbell; pp. 744-749 Hoffman and Lipkin; pp. 49-52 Noonan; pp. 139-146 Films: "Child Development: Implications for Care - The Infant and Toddler year." "Child Development: Implications for Nursing Care - The School Age Years." "Child Development: Implications for Nursing Care - The Preschool Years." "Child Development: Implications for Nursing Care - The Preadolescent Years." "Child Development: Nursing Care - Assessment and Planning." (See the following units: Personal Appearance and Behavior, Problem Solving, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
8c. Have students devise a list of the ways they would teach their own children self-discipline. Discuss.	
8b. Have students go through a computer software program. Discuss their answers.	
9a. Hold a reflective discussion. Have students suggest practical applications for the topics discussed earlier.	Written tests short answer essay Inquiry - questions during discussion
9b. Have students propose several ways to manage children in the health care setting.	Noonan; pp. 147-148

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
10. Causes and possible remedies of child abuse Causes a. Families under extreme stress b. Parents were abused themselves c. No strong bond between child and parent d. Violence is used for discipline e. Parents have high expectations for children f. Parents expect immediate love from infant Possible remedies g. Self-help and help-each-other groups h. 24-hour crisis phone i. Crisis nurseries and family and child day care centers j. Child welfare department k. State child abuse laws l. Protective service programs	10. Identify causes of child abuse and possible remedies. Bee: p. 334 Pall Irwin Talan Milliken and Campbell; p. 743 Fontana; "Somewhere a Child is Crying: Maltreatment Causes and Prevention" (Film) Fontana; "Child Abuse and Neglect" (Filmstrip series) "Child Abuse: Breaking the Cycle" (Filmstrip) (See the following units: Self-esteem, Problem Solving, Interpersonal Relationships, Communication)
11. Child's perspective on child abuse Topics for consideration: a. Fear b. Loneliness c. Hatred d. Isolation e. Depression	11. Investigate the child's perspective on child abuse. Pall Culin; (Fiction) Hunt; (Fiction) Orr; (Fiction) Roberts; (Fiction) Fontana; "Somewhere a Child is Crying: Maltreatment Causes and Prevention" (Film) (See the following units: Self-esteem, Communication, Interpersonal Relationships, Problem Solving)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
10a. Show the filmstrip series (Fontana) on child abuse and neglect. Discuss the content. Ask the students to identify the causes and possible remedies of child abuse mentioned in the filmstrip series. 10b. Have students investigate the state laws and community agencies available in your area that help to remedy child abuse. 10c. Present students with a case study of an abused child. Have students identify the causes and possible remedies of the child abuse.	Written tests short answer essay Simulation case study Inquiry - questions during discussion
11a. Hold a reflective discussion on the feelings of the abused child. 11b. Have students read one of the suggested fiction novels on child abuse (or another similar novel of their choice) and write a book report. Have them write about the feelings of the child in the story. Have the students discuss their reports in class.	Written tests essay short answer Inquiry - questions during the class discussion Report - assess on completeness and accuracy.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
12. Care for an abused child Topics for consideration: a. Compassion b. Understanding c. Gain the child's trust d. Empathy e. Love	12. Suggest different ways in which a health occupations worker could care for an abused child. Milliken and Campbell; p. 743 Pall Irwin Talan Films: "Child Abuse" "Child Sexual Abuse: The Untold Story" Fontana; "Somewhere a Child is Crying: Maltreatment Causes and Prevention" (See the following units: Self-esteem, Communications, Interpersonal Relationships, Problem Solving, Career Information)
C. Adolescence	
1. The developmental tasks of adolescence a. Accepting the changes in the body and in appearance b. Developing appropriate relationships with males and females of the same age c. Accepting the male or female role appropriate for one's age d. Becoming independent from parents and adults e. Developing morals, attitudes, and values needed for functioning in society (Sorrentino; p. 100)	1. Explain the developmental tasks of adolescence. Sowers; p. 79 Sorrentino; p. 100 Rosdahl; pp. 61-65 Rosdahl (Instructor's Guide); pp. 6-7 Milliken and Campbell; pp. 714-716 (See the following units: Self-esteem, Career Information, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
12a. Hold a reflective discussion. Encourage students to empathize with abused children. Have them predict the child's reaction to staying in a health care setting. 12b. Brainstorm with your students. Have them suggest different ways to care for an abused child. 12c. Show films on child abuse. Have students note the suggested ways to care for abused children. Discuss the pros and cons of using these suggested ways. 12d. Have emergency room personnel come in to discuss reporting procedures and case histories of child abuse (preferably from an outside community).	Written tests short answer essay Inquiry - questions during class discussions
1a. Using the lecture/discussion method, present developmental tasks of adolescence. 1b. Hold a discussion with the students. Ask the students which tasks they have accomplished and if they intend to accomplish all of the tasks before adulthood. Ask them what forces influence their decisions about the accomplishment of developmental tasks. Discuss with students how one must go through transitional steps with each developmental task. Graph the level of self-esteem at each of transitional steps (See the Expanded Activity C.1.b)	Written tests multiple choice matching true/false short answer fill-in-the-blank Inquiry - questions during class discussion Kelly (Workbook); pp. 29-32 Answers on p. 134-135 Kelly (Instructor's Guide); pp. 16-17 Rosdahl and Richardson (Workbook); pp. 25-26 Answers on p. 281 Richardson (Testing program); pp. 12 Answers on p. 151 Milliken and Campbell (Workbook);

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Transitions (conflicts and changes) during adolescence Physical a. Puberty b. Primary and secondary changes Emotional a. Frustration b. Jealousy c. Feelings of inferiority d. Moods e. Emotional differences in male and female Psyco-social a. Self-identity b. Psychological c. Difference Behavioral aspects a. Sex drives b. Sex roles c. Value positions (Houghton, Belzille, Currier and Hurley, 1975)	2. Discuss various transitions (conflicts and changes) that influence adolescent behavior, development and self-esteem. Sowers McNeil; pp. 17-18 and 114 Unrau; (Teacher's manual for McNeil) Draper; pp. 338-358 Smith Houghton Milliken and Campbell; pp. 714-716 Hoffman and Lipkin; pp. 52-54 "Haven" (Filmstrip - part II and III) (See the following units: Self-esteem, Body Systems, Wellness)
3. Identity crisis Topics for consideration: a. Time perspective b. Self-certainty c. Role experimentation d. Anticipation of achievement e. Sexual identity f. Leadership polarization g. Ideological polarization h. Role confusion i. Positive self-concept j. Identify formation K. Psychosocial crises (McNeil, 1978)	3. Define " identity crisis" as it relates to identity formation during adolescence. Bee; pp. 478-479 Sowers McNeil; pp. 17-18 Unrau; (Teacher's manual for McNeil) Draper; pp. 338-358 (See the following unit: Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Show the filmstrips ("Haven," Parts II and III) on transitions of adolescents. Discuss content. 2b. Have students form buzz groups and discuss transitions they are experiencing. Have buzz groups report to the large group and discuss findings. 2c. Hold a discussion with the students about the influence of transitions on the self-esteem of adolescents. Have students draw a graph of their various self-esteem levels over a three year period as they were influenced by life transitions. (See the Expanded Activity 2C.c.)	Written tests short answer essay multiple choice Inquiry - questions during class discussion Graph - (See Expanded Activity C2e) Milliken and Campbell (Workbook): pp. 344-345
3a. Hold a directed discussion on the meaning of "identity crisis". Encourage students to share personal experiences. 3b. Have students write their own definition of "identity crisis". Discuss.	Written tests short answer essay matching multiple choice Inquiry - questioning during discussion

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Characteristics of a mature adolescent Topics for consideration: a. Chronological b. Physical c. Intellectual d. Social e. Philosophical f. Emotional (Houghton, Belzille, Currier and Hurley, 1975)	4. Discuss the characteristics of a mature adolescent. Sowers; pp. 77-78 Draper; pp. 338-358 Houghton; appendix I-L, I-M and I-O (See the following units: Interpersonal Relationships, Self-esteem, Body Systems)
5. Evaluate your level of maturity	5. Using a checklist on maturity, evaluate your own level of maturity. Sowers; pp. 77-78 Houghton; Appendix I-O
6. The adolescent's hospital stay Topics for consideration: a. Physical needs b. Emotional needs c. Psychological needs d. Social needs	6. Propose ways in which a health occupations worker could make an adolescent's stay at the hospital more pleasant and less stressful. Richter Film: "Child Development: Implications for Nursing Care - The Adolescent Years". (See the following units: Interpersonal Relationships, Self-esteem, Communication, Problem Solving, Wellness)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Have students devise a list of characteristics they feel describe a mature adolescent. Discuss their lists.	Written tests short answer essay multiple choice Inquiry - discussion questions
4b. Using the teacher exposition methods, present characteristics found in the references and discuss.	
5a. Using one of the checklists referenced, or another similar checklist, have your students evaluate their own maturity.	Self-assessment Sowers; pp. 77-78 Houghton; Appendix I-O
5b. Discuss the students' results. Ask them if they agree with their score.	
6a. Have each student read one of the stories in "The teenage hospital experience: You can handle it!" (Richter). Have students identify the needs and concerns of adolescents in the hospital. Discuss.	Written tests short answer essay Inquiry - discussion questions
6b. Brainstorm with your students. Have them propose ways one could make an adolescent's stay at the hospital more pleasant and less stressful.	
6c. Show the film on caring for adolescents. Discuss the suggested ways of caring for adolescents presented in the film.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Young and Middle Adulthood	
1. The developmental stages of the young and middle adult a. Young adulthood (18-40 yrs.) 1. Choosing education and an occupation 2. Selecting a marriage partner 3. Learning to live with a husband or wife 4. Becoming a parent and raising children 5. Developing a satisfactory sex life b. Middle adulthood (40-65 yrs.) 1. Adjusting to physical changes 2. Having grown children 3. Developing leisure time activities 4. Relating to aging parents (Sorrentino; pp. 105 and 106)	1. Discuss the developmental stages of the young and middle adult. Sorrentino; pp. 105 & 106 Kimmel; pp. 120, 178, 248 & 308 Milliken and Campbell; pp. 636-638 Blake, Frye and Pejsach; pp. 29-36 Sheehy; pp. 2-303 (See the following units: Interpersonal Relationships, Self-esteem, Career Information)
2. Stages of family life a. Establishment: marriage b. Child bearing c. Child rearing d. Child-launching e. "Empty nest": recovery f. Aging: retirement	2. Describe how the stages of family life differ in traditional versus non-traditional families. Rosdahl; pp. 71-74 Rosdahl (Instructor's Guide): pp. 6-7 Hoffman and Lipkin; pp. 45-46 Kimmel; pp. 201-202

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Discuss the developmental tasks with the students under the young and middle adult stages. Have them relate personal stories of adults in their own family or of adult relatives and friends. Discuss the fact that there are differences in the way adults develop.	Written tests short answer multiple choice essay Inquiry - discussion questions Kelly (Workbook); pp. 29-32 Answers on pp. 134-135 Kelly (Instructor's Manual); pp. 16-17 Milliken and Campbell (Workbook); pp. 341-345
1b. Have the students read stories of adults (See Kimmel). Have the students discuss the stories in small group discussions. Have the students compare the stories and decide if each adult is achieving the developmental tasks at the normal time and rate. How may the differences affect their lives?	
1c. Have students complete the activity on intimate relationships in Blake, Frye, Pejsach; pp. 35-36. (You may also have students complete the Intimacy Quotient inventory on pp. 29-34 if it is appropriate for your students.) Discuss the problems marriage partners may have in living with each other. Discuss the additional problems faced by those who are not intimate or emotionally ready for marriage.	
2a. Present the stages of family life to the students. Discuss traditional vs. nontraditional families in relation to these stages. Discuss the single parent, the blended family, marriage without children, parenthood without marriage, gay marriage, widowed parents, living together before marriage, etc.	Written tests short answer multiple choice true/false agree-disagree Inquiry - discussion questions

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	2. Films: "Children of Our Time: The Changing Family" "Coping with Family Changes" (See the following units: Interpersonal Relationships, Self-esteem)
E. Late Adulthood/Aging	
1. Physical and biological changes during aging Topics for consideration: Nervous system a. Brain - confusion b. Vision loss c. Hearing loss d. Taste, smell and touch senses loss Musculoskeletal system a. Osteoarthritis b. Osteoporosis c. Reduced stamina Respiratory system a. Lungs less elastic b. Rib cage doesn't expand as much	1. Identify the physical/biological changes which occur during aging within six of the body systems. Bonstingl; pp. 564-567 Bonstingl; (Teacher's guide) Ch. 10, Module 5 Farber (Poem) Silverstein Raab; Ch. IV Comfort; (Definitions of terms) Badasch; pp. 210-211 Badasch (Teacher's guide); pp. 193-197 Badasch (Workbook); pp. 142-145 Tierney; pp. 45-47 (Description and drawings of the aging male) Borst; pp. 10+ (Description and drawings of the aging female) Doussard; pp. C1+ Kimmel; pp. 322-364

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2b. Have the students read a story of a non-traditional family in a magazine or newspaper. Discuss how the stages of marriage differ from the traditional ones. Discuss the problems of members of a non-traditional family. Discuss ways the members need to cope.	Rosdahl and Richardson (Workbook); pp. 29-30 Answers on p. 282 Richardson (Testing program); p. 14 Answers on p. 151
2c. Show films on the changing family. Discuss how the families in the film develop in different states than the traditional family. Discuss how the members need to cope.	
1a. Have students complete the crossword puzzle found in Badasch (Workbook p. 143 and Teacher's guide p. 195) on the vocabulary associated with the aging process. 1b. Have students read selected material on aging. Have the students make a list of the physical and biological changes found under each of the six body systems. Discuss findings. 1c. Have students perform the role play activities suggested in Badasch (Teacher's guide p. 193-194). 1d. Show the films on changes in aging adults. 1e. Have students complete the crossword puzzle in Herriage pp. 43-45	Written tests multiple choice short answer matching Inquiry - Discussion questions Crossword puzzles - evaluate on completeness and accuracy. List - assess on quantity and quality. Bonstingl; (Teacher's guide) multiple choice test pp. 135-137 selected question. Badasch; (Workbook) Quiz, Ch. 11 unit 2, p. 145 fill in the blank Badasch; (Teacher's guide) answers to quiz; p. 196 Badasch; (Teacher's guide) Short answer and matching evaluation; p. 197 Answers on p. 196 Rosdahl and Richardson (Workbook); pp. 245-247 Answers on p. 319

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Physical and biological changes during aging (cont'd) Topics for consideration: Circulatory system a. Heart less efficient pump b. Arteries narrowed and clogged Gastrointestinal system a. Constipation b. Loss of teeth interferes with chewing c. Liver less effective Urinary system a. Bladder holds less urine b. Bladder infections (Badasch and Chesebro, 1985)	1. Rosdahl; pp. 817-823 Rosdahl (Instructor's Guide): pp. 43-44 Milliken and Campbell; pp. 757-758 Herriage; pp. 1-33, 43-45 Hoffman and Lipkin; p. 285 Noonan; pp. 112-113 Films: "Change of Pace: Understanding the Aging Process" "Sensory Changes in the Elderly" Gerontological Nursing Series: "An Individual Matter" "Aging: Sensory Losses" "Aging: Slowing Down" (See the following unit: Body Systems)
2. Biological aging vs. social conventions of aging Topics for consideration: Biological (Look under D1) Social conventions a. Useless b. Lazy c. Slow d. Unable to learn new things e. Unable to work	2. Contrast biological aging with social conventions of aging. Kimmel; pp. 322-364; 386-428; 440-478; and 433-436 Bonstingl; pp. 564-567 Bonstingl; (Teacher's guide; Ch. 10, Module 6) Thomas; pp. 399-412 Thomas; (Teacher's handbook) McNeil; pp. 121-123 Unrau; (Instructor's manual) Farber; (Poem) Silverstein Curtin Raab Comfort Badasch; pp. 210-211 Doussard Millken and Campbell; p. 757 Herriage; p. 37

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
	Richardson (Testing program); pp. 129-130 Milliken and Campbell (Workbook): p. 356 Noonan; p. 118 Herriage; pp. 57-63 Answers on pp. 65-68
2a. Have students interview children, adolescents and adults. Have the students ask the interviewers what changes they think occur during aging. 2b. Have students read case studies (Described in Kimmel; pp. 433-436, Curtin, Farber, Raab, and Comfort) about an elderly person. Have students report the topics of biological aging and social conventions of aging found in each case. Discuss their findings. 2c. Hold a reflective discussion. Encourage students to compare biological aging with social conventions of aging.	Written tests essay short answer Inquiry - discussion questions Interview - assess on completeness. Simulation case studies

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	2. Vocational Education Service; pp. 3-4 (See the following units; Self-esteem, Body systems)
3. The developmental tasks of the late adult (aged) a. Adjusting to decreased physical strength and loss of health b. Adjusting to retirement and reduced income c. Coping with the death of a husband or wife d. Developing new friends and relationships e. Preparing for one's own death	3. Discuss the developmental tasks of the late adult (aged). Sorrentino; p. 108 Kimmel; p. 108 Milliken and Campbell; pp. 756-757 Herriage; pp. 1-33 Film: Gerontological Nursing Series: "Aging: The Losses" (See the following units: Self-esteem, Wellness, Psychology of Illness)
4. Retirement home vs. living at home Topics for consideration: Retirement communities a. Cost b. Constant care c. Proper diet e. Restricted privacy f. Required group living g. Structured day h. Reduced independence i. No immediate burden to family	4. Debate the issue of placing the elderly in a retirement home vs. letting them live in their own homes. Kimmel; pp. 462-464 and 467-475 Thomas; pp. 399-412 Thomas; (Teacher's handbook) Raab; pp. 58-61 Comfort Meger Carlson Neugarten Hoffman and Lipkin; pp. 287-288 Vocational Education Service; pp. 4-8

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2d. Have students complete assignment #2 in Herriage. Discuss myths about the aged.	
2e. Have students complete the true/false quiz in the vocational education service pamplet. Discuss their answers.	
3a. Discuss the different developmental tasks of the late adult (aged) with the class. Encourage the students to relate stories of older family, relatives, and friends.	Written tests short answer fill-in-the-blank essay Inquiry - discussion questions
3b. Have the students read stories about older individuals (see Kimmel). Have students discuss the stories in small group discussions. Have the students compare the different stories and decide if each older adult is achieving the developmental tasks at the normal time and rate. How are these people different from the norm?	Herriage: pp. 57-63 Answers pp. 65-68
3c. Show film on aging. Discuss content.	
4a. Have students read articles and books on the issues of retirement communities and the issues of letting elderly stay in their own homes. Discuss.	Written tests essay short answer
4b. Divide the class into two groups. Have half the class research the issues of retirement communities and have the other half of the class research the issues of letting elderly stay in their own homes. Hold a debate.	Observation techniques rating scale - evaluate debate on participation.
4c. Ask a VNA (Visiting Nurse Association) nurse to discuss alternatives to nursing home care.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	4. "Entering a Nursing Home" (Film) "The Best Kept Secret" (Film) "Peege" (Film) (See the following units: Nutrition, Self-esteem, Interpersonal Relationships)
5. Contemporary approaches to caring for elderly Topics for consideration: a. Leisure communities b. Meals on wheels c. Home health care d. Outpatient care	5. Discuss contemporary approaches to caring for the dependent elderly. Kimmel; p. 343; 467-472; 519-522 Thomas; pp. 399-412 Thomas; (Teacher's handbook) Comfort Meger Carlson Neugarten Rosdahl; pp. 823-824 Rosdahl (Instructor's Guide); pp. 43-44 Hoffman and Lipkin; pp. 285-288 "All Our Tomorrows: Keeping Our Elderly in the Community" (Film) (See the following units: Career Information, Self-esteem, Introduction to Health Care)
6. Role changes in the aging Topics for consideration: a. Work role b. Family relationships c. Social roles d. Environment (Badasch and Chesebro, 1985)	6. Discuss the changing roles in the elderly. Kimmel; pp. 287-302 Badasch; pp. 212-213 Badasch; (Instructor's Guide) pp. 198-199 Badasch; (Workbook) Ch. 11, Unit 2, pp. 145-146 Rosdahl; p. 822 Rosdahl (Instructor's Guide); pp. 43-44 Milliken and Campbell; pp. 756-757 Vocational Education Service; pp. 8-14 (See the following units: Self-esteem, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4d. Show films on retirement communities. Debate the issue of placing the elderly in retirement homes vs. letting them live at home.	
5a. Hold a directed discussion. Encourage students to suggest their own ideas for caring for the dependent elderly. Compile a list of approaches.	Written tests short answer fill-in-the-blank essay Inquiry - discussion questions Article - evaluate on participation. Rosdahl and Richardson (Workbook); pp. 245-247 Answers on p. 319 Richardson (Testing program); pp. 129-130 Answers on pp. 169-170
5b. Have students bring an article to class on the contemporary approaches to caring for the dependent elderly. Discuss the pros and cons of each of the approaches.	
6a. Hold a lecture/discussion on the role changes for the aging. Discuss.	Written test matching fill-in-the-blank essay Badasch; (Instructor's Guide) answers; on p. 199 Badasch; (Instructor's Guide) matching evaluation; p. 200 answers; on p. 199 Badasch; (Workbook) p. 146 fill-in-the-blank Rosdahl and Richardson (Workbook); pp. 245-247 Answers on p. 319 Richardson (Testing program); pp.129-130 Answers on pp. 169-170
6b. Discuss the importance of social contact to an elderly person. Encourage students to visit an elderly person on a regular basis. Later, discuss their experiences.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
7. Attitudes towards the aged Topics for consideration: Society's attitudes a. Unable to work b. "You can't teach an old dog new tricks" c. Wise d. Slow e. Dull f. Stubborn g. Unable to be sexually active Aged attitudes a. Useless b. Tired c. A burden d. "Wish I were young again" e. Frustrated f. Lonely g. Depressed h. "Time to do what I want"	7. Determine society's attitudes toward the aged and attitudes of the elderly toward their own aging. Kimmel; pp. 433-436 and 483-490 Thomas; pp. 399-412 Thomas; (Teacher's handbook) Farber Silverstein Curtin Comfort Doussard Milliken and Campbell; p. 757 Hoffman and Lipkin; pp. 284-288 Films: "To Be Growing Older" "Aging" Gerontological Nursing Series: "Aging: Who is Listening?" (See the following unit: Self-esteem)
8. Approaches to caring for the elderly in a health care facility Topics for consideration: a. Emotional needs b. Physical needs c. Social needs d. Psychological needs	8. Suggest several specific approaches a health occupations worker could use in caring for the emotional, physical, social and psychological concerns of an elderly patient at a health care facility. Kimmel; pp. 439-478, 322-364, and 386-427 Farber Silverstein Curtin Badasch; pp. 210-213 Rosdahl; pp. 818-822 Rosdahl (Instructor's Guide); pp. 43-44 Noonan; pp. 114-116 Milliken and Campbell; pp. 759-568 Hoffman and Lipkin; pp. 285-286

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
7a. Have students read a story or case study about an elderly person. Have students determine the aged person's attitudes toward his/her own aging. Discuss.	Written tests short answer essay Inquiry - discussion questions Interview - evaluate on participation.
7b. Have students interview adolescents and adults and determine their attitudes toward the elderly. Have students interview elderly people and determine their attitudes toward their own aging. Discuss students' findings.	
7c. Show films on attitudes about the elderly. Have the students note the attitudes presented in the films about the aged. Discuss.	
8a. Hold a directed discussion. Encourage students to suggest approaches a health occupations worker could use in caring for the concerns of an elderly patient of a health care facility.	Written tests short answer essay Inquiry - discussion questions List - assess on quality and quantity.
8b. Have students compile a list of approaches they could use in caring for the concerns of an elderly patient they may encounter at a health care facility.	Rosdahl and Richardson (Workbook); pp. 245-247 Answers on p. 319 Richardson (Testing program); pp. 129-130 Answers on pp. 169-170 Milliken and Campbell (Workbook); p. 358 Noonan; p. 118
8c. Show the films on the aged. Discuss the suggested approaches for the aged.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
	8. Films: Gerontological Nursing Series: "Aging: An Individual Matter" "The Challenges of Aging: Change and Loss" "Psychogeriatrics: Mental Health Problems of the Aged" (See the following unit: Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

Expanded Activity C.2c.

Topic:

C. Adolescence

Student Competency:

2. Discuss various transitions (conflicts and changes) that influence adolescent behavior, development, and self esteem.

Overall Purpose of the Activity:

1. To help students identify transitions in their lives.

2. To help students identify the effect a transition has on their self-esteem.

Directions for Conducting the Activity

1. Present the Example Transition Graph to the students. Show them how the graph is read. Hold a discussion about the influence of transitions on a person's self-esteem.

2. Give each student a copy of the blank Transition Graph. Have them reflect on the last three years of their life. Tell them to close their eyes and think of a time or experience in their life when they felt very good about themselves. Have them write the experience on the blank next to the 100 mark on the self-esteem axis. Tell them to think of a time or experience that left them feeling very awful about themselves. Have them write the experience on the blank next to the 0 mark on the self-esteem axis. Lastly, tell them to think of a time or experience that made them feel mid-way between the two extremes. Have them write the experience on the blank next to the 50 mark on the self-esteem axis.

3. Give them some time on their own (as an in-class assignment or a homework assignment) to finish the graph. Have them think of at least ten different transitions that happened in their lives and list them in chronological order. Then, have them graph each transition by placing a dot on the blank transition graph, according to the level of self-esteem they felt at the time of the transition. Have them connect the dots to make one continuous line. Have them label each transition represented on the graph.

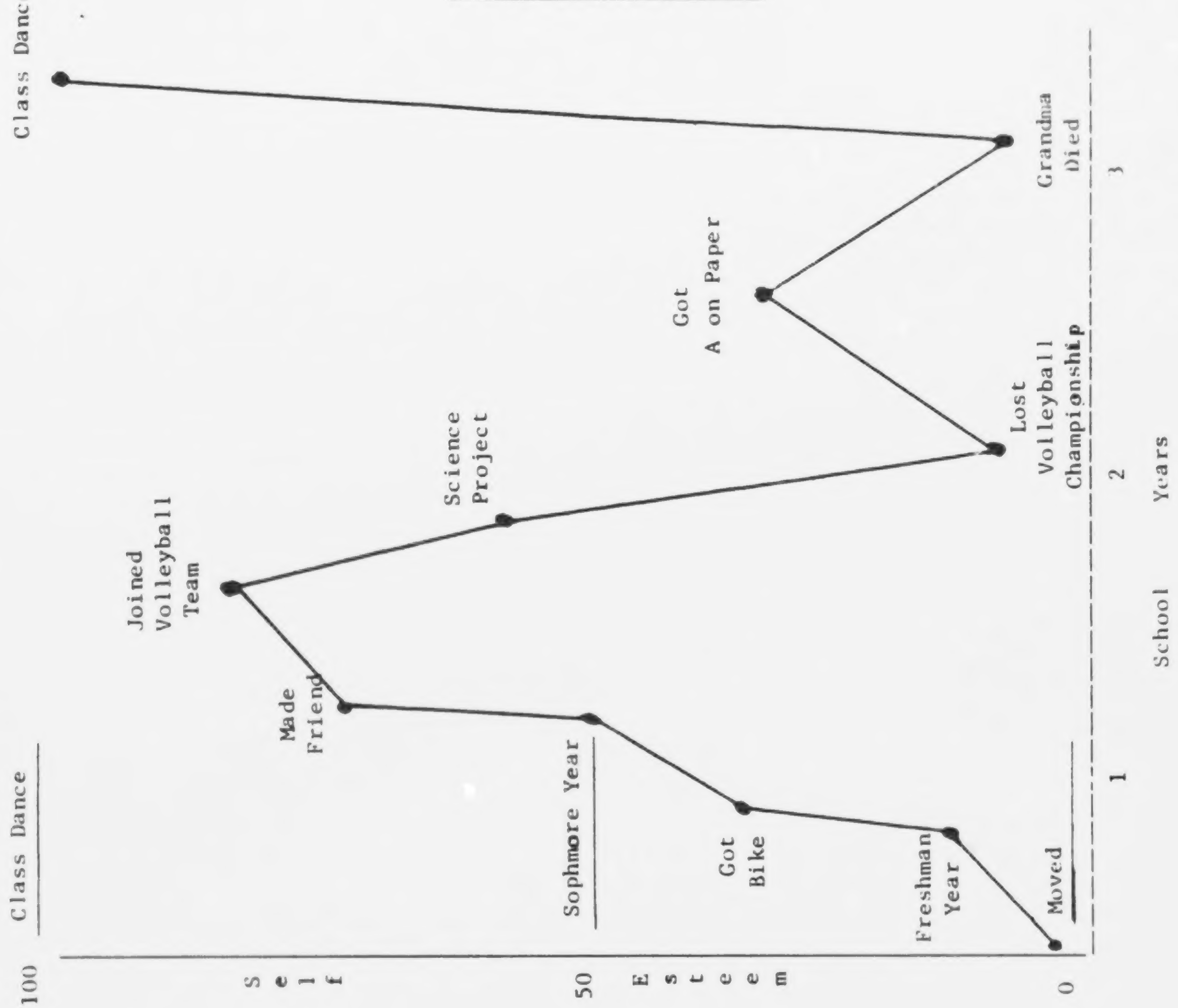
4. Hold a discussion about the transition graphs, using the Discussion Questions provided in this activity. Stress the fact that high self-esteem is not a one-time achievement that stays at a high level for the rest of one's life. Self-esteem changes throughout life and is influenced by the many transitions throughout life.

Suggestions for Evaluation

Teacher assessment of the completed Transition Graph and oral responses to discussion questions.

(Student's Form)

Sample-Transition Graph



Note: The graph is read by following an imaginary line across and down from each point on the graph. The self-esteem axis measures the amount of self-esteem felt at any given time. The 100 mark is very high self-esteem and 0 is very low self-esteem. The time axis measures school years. Each dot represents a transition in a person's life. The graph shows what year the transition took place and the level of self-esteem felt during that time. The line connecting the dots shows how self-esteem varies throughout a person's life time, according to the transitions that occur during their life time.

(Student's Form)

Transition Graph

I. List ten transitions you experienced in the last 3 years, in order of occurrence. (Include the three transitions you wrote on the graph next to the self-esteem axis)

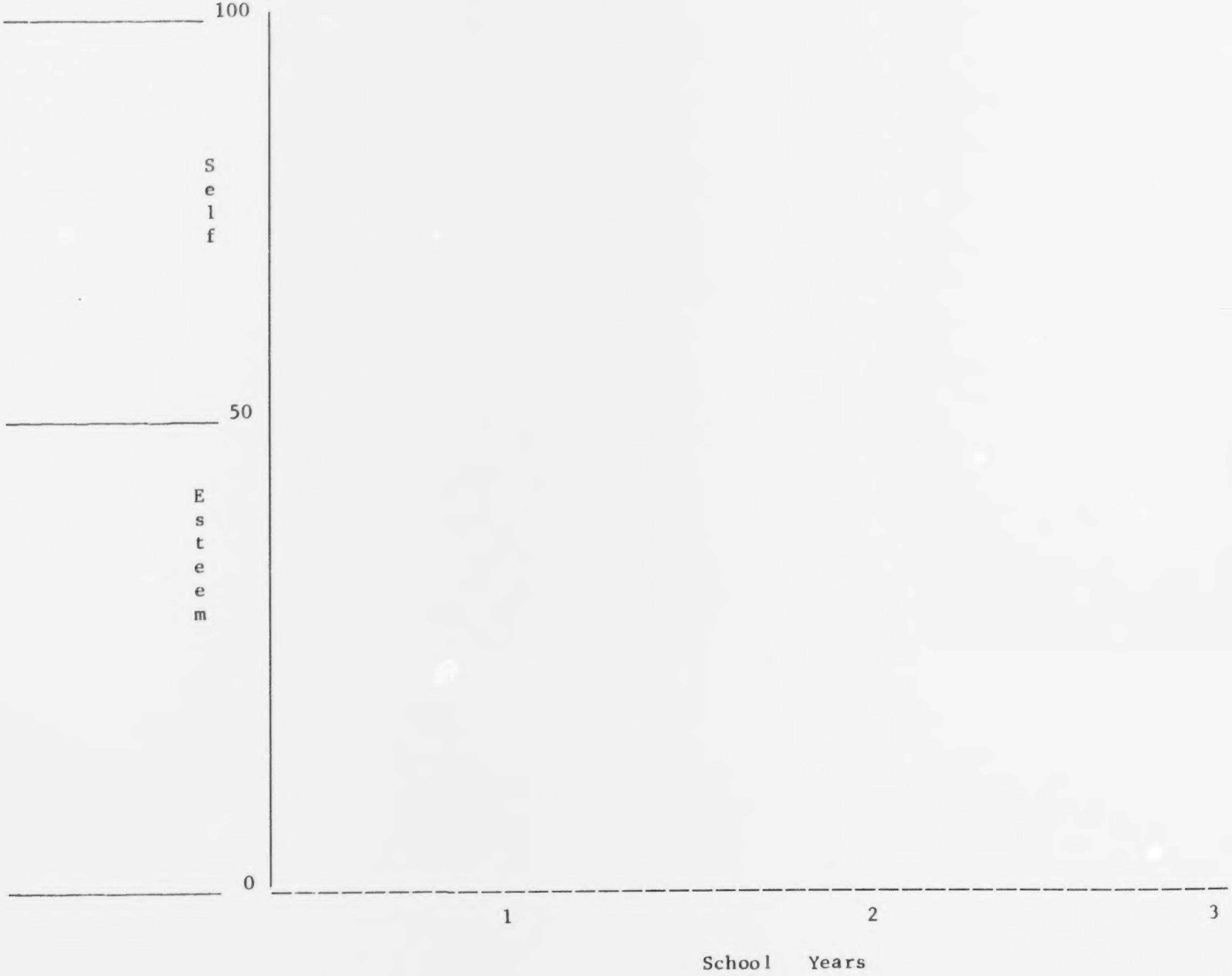
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

II. Place a dot on the graph for each transition, according to the level of self-esteem you felt during the transition. Use the transitions you wrote earlier next to the self-esteem axis as a guide for determining your feelings of self-esteem for each transition.

III. Connect the dots in order of accordance to show the change in self-esteem you had in the past three years.

Transition Graph

(Student's Form)



Discussion Questions

1. Why was the transition a significant event in your life? Did it mark the end or the beginning of something?

2. What were the reasons why the transitions on the lower end of the self-esteem axis gave you such a feeling of low self-esteem? Were they coupled with large amounts of stress?

3. What were the reasons why you felt "on top of the world" during the transitions at the top of the self-esteem axis? Did you have a strong support system during those times?

4. When you become an adult, will your self-esteem level off and stay the same for the rest of your life?

5. Predict the level of self-esteem you will feel during future transitions you expect to face.

(Adapted from Presley, C. and Karmos, J. (1986) Transition training: manual for personal growth, development, and self-empowerment. Carbondale, IL: Southern Illinois University)

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AUDIO-VISUAL AIDS

Aging, 22 mins color film. Del Mar, CA: McGraw-Hill Book Co. S (E7)

All our tomorrows: Keeping our elderly in the community, 30 mins. film or videocassette. New York: American Journal of Nursing. S (E5)

And a time for choice, a kit which includes: transparencies, a script-narration, projects and activities. Neenah, WI: Kimberly Clark Corp. S (A4)

Becoming an adult: Psychological tasks of adolescence, parts II and III a filmstrip set. (1977). Pleasantville: Human Relations Media, Inc. S (C2) ECN# FS 649.7 HAVE 1977-1

Child abuse, 28 mins. videocassette. New York: American Journal of Nursing. S (B12)

Child abuse: Breaking the cycle, 3 filmstrips & 3 cassettes or one videocassette (Both include a teacher's guide). Pleasantville, NY: Sunburst Communications. S (B10)

Child abuse and neglect, a filmstrip set. (1975). New York: Parent's Magazine Film, Inc. S (B10) ECN# FS 649.7 PARE 1975-1

Child development: Implications for nursing care - The adolescent years, 20:18 mins. filmstrip, slides, cartridge, & videotape. Garden Grove, CA: Medicom, Inc. S (C6)

Child development: Implications for nursing care - Assessment and planning, 22:43 mins. filmstrip, slides, cartridge, or videotape. Garden Grove, CA: Medicom, Inc. S (B9)

Child development: Implications for care - the infant and toddler years, 21:20 mins. filmstrip, slides, cartridge, or videotape. Garden Grove, CA: Medicom, Inc. S (B9)

Child development: Implications for nursing care - The preadolescent years, 19:06 mins. filmstrip, slides, cartridge, & videotape. Garden Grove, CA: Medicom, Inc. S (B9)

Child development: Implications for nursing care - The preschool years, 17:57 mins. filmstrip, slides, cartridge & videotape. Garden Grove, CA: Medicom, Inc. S (B9)

Child development: Implications for nursing care - The school age, years, 16:47 mins. filmstrip, slides, cartridge, & videotape. Garden Grove, CA: Medicom, Inc. S (B9)

The child series, 6 color films. National Film Board of Canada (The child, part I - The first two months; The child, part II - two to fourteen months; The child, part III - Twelve to twenty-four months; The child, part IV - Three to four-year-olds; The child, part V-Four to six-year-olds) Delmar, CA: McGraw-Hill Book Co. S (B2)

Child sexual abuse: The untold story, 30 mins. videocassette. New York: American Journal of Nursing. S (B12)

Children of our time: The changing family, 55 mins. New York: American Journal of Nursing. S (D2)

Coping with family changes, 3 filmstrips & cassettes or one videocassette (Both include a teacher's guide). Pleasantville, NY: Sunburst Communications. S (D2)

Discipline battles between parents and children. Waco, TX: Spenco Medical Corporation. S/T (B6) ECN# CA 649.7 BROP 1978-1

Emotional ties in infancy, a 16mm/sound, 12 mins. film. New York: New York University Film Library. S (B3)

Entering a nursing home film or videocassette (study guide included). New York: American Journal of Nursing. S (E4)

Gerontological Nursing series, 6 videocassettes (Aging: An individual matter, Aging: The losses, Aging: Relocation, Aging: Sensory losses, Aging: Slowing down, Aging: Who is listening?) New York: American Journal of Nursing S (E1, E3, E7, E8)

Growing years series 12 color films. (Individual differences: Infancy to early childhood; Moral judgment and reasoning; Personality: Early childhood; Personality: Middle childhood; Personality: Adolescence; Intelligence: A complex concept; Adolescence: A case study; Heredity and environment; Three cognitive skills: Middle childhood; Child's play; The preschool experience: Four programs; Physical development). Delmar, CA: McGraw-Hill Book Co. (A1, B5, B7)

Infancy through adolescence series 5 videocassettes (Infant, toddler, preschool child, school-age child, adolescent). New York: American Journal of Nursing. S (B2)

Life goals: Setting personal priorities, a filmstrip set (1976). Pleasantville, NY: Human Relations Media. S (A4) ECN# FS 649.7 COCH 1976-1

Peege, 28 mins. film. New York: American Journal of Nursing. S (E4)

Psychogeriatrics: Mental health problems of the aged, 39 mins. film or videocassette. New York: American Journal of Nursing. S (E8)

Rock-a-bye baby, a 16mm/color, 30 mins. film. New York: Time Life Films. 1971. S (B3)

The best kept secret, 27 mins. videocassette. New York: American Journal of Nursing. S (E4)

The challenges of aging: Change and loss, 13:06 mins. filmstrip, slides, cartridge & video. Garden Grove, CA: Medicom, Inc. S (E8)

To be growing older, 15 mins. color 16mm film. Bloomington: Indiana University Audio-Visual Center S (E7)

COMPUTER SOFTWARE

Child care, describes physical development, social and emotional growth, intellectual development, children's behavior/discipline for Apple Computers. Indian Rocks Beach, FL: Aquarius People Materials, Inc. S (A4, B6, B8)

Normal growth and development: Performance, describes language, social, physical and cognitive development for Apple Computers. Chatworth, CA: Career Aids, Inc. S (A2, A3)

UNIT XXI

PSYCHOLOGY OF ILLNESS

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2. Core Content

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OVERVIEW OF CONTENT

Illness causes changes in the psychological well-being of patients. Before the health care worker begins to care for the patient's physical needs, he/she must understand the psychological aspects of the ill patient.

Emotional behaviors become affected by illness in unique ways for different types of patients. Many factors affect the patient's reaction to illness, such as the age of the patient, the patient's religious background, and the financial status of the patient. Through the interviewing process, students should practice communication skills while increasing their awareness of these factors. Patients have their own unique ways of making their emotional behaviors manifest. Health care workers should become "in tune" with these different manifestations, in order to help patients cope with their illnesses. Students should have the opportunity to identify different patient's reactions to illness through role play. Milliken (1981) cites eight general guidelines for helping patients cope. Students should practice these suggested guidelines through role play, so that they will become second nature by the time they enter the health care facility.

Many problems arise for patients and their families. Problems often are unique to the different types of patients, such as: the chronically ill, the terminally ill, and the disabled/handicapped. These problems tend to heighten the emotional behavior already apparent within the patient, making the emotional behavior an even greater problem. Students in health care should be able to propose different ways to care for patients and their families, through the use of the problem solving method. They should also compile a list of support groups and agencies in their community so that they could refer their patients to people in the community who are willing to help.

Children have special problems and fears related to their illnesses. They are very fearful of staying at hospitals, mainly because they do not know what to expect when they enter the hospital. Health care workers should develop a repertoire of ways to prepare children for hospitalization and surgery. One effective method for preparation is to have children read books about the hospital experience. Students should be able to evaluate children's books, in order to make accurate recommendations.

Health care workers must be familiar with the subjects of death and dying before caring for terminally ill patients. Students should be able to describe the stages of death and name the physical aspects of approaching death. They should be able to discuss ways in which children perceive death and dying in order to have a greater understanding of the dying child. The family of the dying patient should be considered in the care of the patient. Students should be able to discuss the management of grieving/bereavement with the family of the dying patient. Hospice care concentrates solely on caring for the dying patient. Students should become familiar with the characteristics of hospice care. Death is a subject that many people try to avoid; however, the health care worker must have a positive attitude toward the subject, in order to deal effectively with the dying patient and his/her family.

Physical illness can bring about many different psychological changes within the patient. The psychology of illness is a very complex subject that deserves considerable attention. Since the health care worker should care for the total patients' mental helath, students must become aware of the psychological aspects of the ill patients and help to minimize psychological problems.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
A. How Illness Affects Human Behavior	
1. A person's reactions to illness Topics to consider: a. Denial b. Suppression of minor evidence of ill health c. Worry about job and/or family d. Self-centeredness e. Guilt f. Apathy g. Withdrawal h. Regression i. Anger j. Fright k. Amplification of illness l. Disorganization m. Anxiety n. Dependency	1. Identify different patients' reactions to illness. Jarvis; pp. 80-84 Milliken; pp. 167-176 Milliken; pp. 32, 33 (Instructor's Guide) Jaffe Gillis; pp. 155-171 (See the following units: Life Stages, Wellness, Communication, Self-Esteem)
2. Factors that affect a person's reaction to illness Topics to consider: a. Age b. Attitudes c. Cultural background d. Financial status e. Degree of anxiety f. Degree of pain g. Social position h. Ethnic or racial background i. Religious background j. Geographic location k. Social beliefs l. Past experiences m. Family responses n. Preparation o. Behavior p. Self-esteem	2. Investigate factors that may affect a person's reaction to illness. Hicks; pp. 13-15 Noonan; pp. 9-15 (See the following units: Life Stages, Wellness, Common Diseases, Communications, Self-Esteem, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Hold a class discussion using discussion questions (found in Milliken; pp. 175-176 and 191-192) that trigger thought on a person's reactions to illness.	Written tests short answer essay Milliken; p. 33 (Instructor's Guide)
1b. Hold a brainstorming session. Have students identify and describe any additional reactions of illness they may have observed.	Inquiry - questions during class discussions Milliken; pp. 175-176 Gillis; pp. 170-171
1c. Have students perform the role play and sociodrama situations (suggested in Milliken Instructor's Guide; pp. 33-34), or observe videotapes of all ill persons' behaviors. Have students recognize each of the various reactions to illness displayed. (See expanded activity A1.c)	
2a. Hold a brainstorming session. Have students identify factors that may affect a person's reaction to illness.	Written tests short answer essay Hicks; p. 15 Noonan; pp. 15-16
2b. Have students form buzz groups. Have each group discuss a set of factors. Have students identify ways in which each factor may affect a person's reaction to illness. Have all groups report their findings back to the large group. Discuss all findings and have the class discuss examples of how each factor affects illness.	Inquiry - questions for discussion Interview - (See Expanded Activity A.2.c)
2c. Have students interview someone who is ill to find out what factors affect their illnesses. Hold a class discussion about their findings. (See Expanded Activity A2.c.)	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVIES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Eight general guidelines for helping people cope a. Accepting the patient b. Showing interest and concern c. Listening and observing d. Recognizing significant behavior e. Handling confidential information f. Being sensitive to feelings g. Striving to identify patient needs h. Being willing to serve patients	3. Dramatize eight general guidelines for helping people cope with emotional reactions to illness. Milliken; pp. 177-192 Milliken; pp. 34-35 (Instructor's Guide) Noonan; pp. 9-15 (See the following units: Communications, Problem Solving, Interpersonal Relationships, Self-esteem)
B. Common problems for a person and their family caused by illness	
1. Definition of terms a. Chronic illness b. Terminal illness c. Disability d. Handicap	1. Define chronic illness, terminal illness, disability, and handicap according to Taber's Cyclopedic Medical Dictionary. Thomas (See the following unit: Common Diseases)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Conduct a teacher exposition on the eight general guidelines for helping people cope. Encourage students to make practical applications for carrying out the eight suggestions.	Written tests short answer essay Milliken; pp. 34-35 (Instructor's Guide)
3b. Have students perform role-play and sociodrama situations for practicing the guidelines for helping people cope (found in Milliken Instructor's Guide; p. 34). (See Expanded Activity A.3b.)	Inquiry - questions during discussion Milliken; pp. 191-192 Milliken; p. 34 (Instructor's Guide) Observation techniques rating scale (numerical, graphic, descriptive) (This should be performed during a simulated situation after all students have sufficiently practiced dramatizing the guidelines for helping patients cope.)
1a. Have students define each term in their own words. Give students the definitions according to Taber's. Discuss the differences between each of the terms.	Written tests short answer matching fill-in-the-blank

CONTENT	MEASURABLE PERFORMANCE OBJECTIVIES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Common problems for a person and their family caused by chronic or terminal illness	2. Discuss common problems for a person and their family caused by chronic or terminal illness.
Topics to consider: a. Organic and physical problems b. Emotional problems c. Intellectual problems d. Socioeconomic problems e. Fears f. Frustration g. Anger h. Guilt i. Marital stresses j. Sibling jealousy or resentment k. Chronic grief l. Stress	Debuskey; pp. 4-21 Jaffe; pp. 48-49 Anderson; pp. 51-53; 51-57 Bergsma; pp. 144-159 Schulman Bonstingl; pp. 568-580 Bonstingl; (Instructor's Guide) Cormier Davidson Gonda; pp. 1-21 Kubler-Ross (1978) Kubler-Ross (1969) Kubler-Ross (1983); pp. 145-166 Langone Films: "Reflections on suffering" coping with terminal illness "Coping with cancer" (See the following units: Life Stages, Wellness, Common Diseases, Problem Solving, Communication Self-esteem, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Hold a brainstorming session. Have students identify common problems facing people and families, caused by chronic illness.	Written tests short answer essay
2b. Conduct a class discussion on the problems caused by chronic illness that face patients and families. Encourage students to relate possible solutions to the problems.	Inquiry - questions during class discussion
2c. Have students read case studies (found in Schulman) and identify the problems facing the chronically and terminally ill patient and family. Discuss each case during a class discussion.	
2d. Have students read stories (such as, "The Bumble Bee Flies Anyway" by Cormier) and case studies (such as those in Bonstingl, Davidson, Gonda, Kubler-Ross, and Langone books) about the terminally ill. Have students determine the common problems of the patient and family in each situation. Discuss their findings in class.	
2e. Show films on terminally ill patients. Discuss the common problems of these patients.	
2f. In a class discussion, have students make comparisons between the chronically ill and the terminally ill people they read about in the case studies from 2c. and 2d.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
3. Common problems for the patient and their family caused by disabling or handicapping conditions Topinc to condiser: a. Emotional attitude 1. Despair 2. Resentment 3. Disbelief 4. Determination to overcome 5. Fear of further injury b. Physical problems c. Expenses and debts d. Job problems e. Social problems 1. Feelings of inferiority 2. Isolation and loneliness 3. Lack of social interaction 4. Marital problems 5. Problems with family roles	3. Evaluate solutions to problems of someone who is disabled or handicapped. Bergsma; pp. 144-159 Blaxter; pp. 56-88, 89-132, 133-182, 196-219 Jarvis; p. 83 Rosdahl; p. 827-832 Rosdahl (Instructor's Guide): pp. 46-49 Trull Films: "Gravity is My Enemy" "Mel on Wheels" "This Time On My Own" "Robbie: A Teenage Quadriplegic" (See the following units: Life Stages, Wellness, Communication Interpersonal Relationships, Problem Solving, Self-esteem)
4. Support groups and agencies in the community a. National Cystic Fibrosis Research b. Heart Association c. Leukemia Society of America d. Kidney Foundation e. United Cerebral Palsy	4. Compile a list of support groups and agencies to help ill people and their families in your community. Debuskey; pp. 182-198 Kubler-Ross (1983); pp. 231-238

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
3a. Invite a speaker to visit the class. Have a disabled/handicapped person, a nurse from a rehabilitation center, a physical therapist or an occupational therapist talk about the problems that face the disabled/handicapped and their families. Discuss each problem in detail.	Written tests short answer essay Rosdahl and Richardson (Workbook); pp. 249-250 Richardson (Testing Program): pp. 131
3b. Have students read stories (such as, On With My Life by Trull) or case studies (such as those found in, The Meaning of Disability: A Sociological Study of Impairment by Blaxter). Have students identify the problems of the disabled/handicapped person in the story and his/her family. Have students describe the problems and causes. Discuss the students' findings as a class.	Inquiry - discussion questions
3c. Show films about disabled/handicapped individuals. Discuss the various problems these people face. Describe problems faced by the family. Are there common problems of all disabled/handicapped? Are there unique problems of certain types of disabled/handicappped? (See Expanded Activity B3c.)	
4a. Have students research the health agencies and support groups in the community. Have the students compile a list of all the agencies and support groups with a discription of their services. Discuss their findings in class.	Written tests short answer essay fill-in-the-blank true-false multiple choice matching Project - evaluate the list students compile on the amount and the description they include.

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Support groups and agencies in the community (cont'd) f. Society of Crippled Children and Adults g. Hearing and Speech Agency h. National Foundation March of Dimes i. Health Hearing Handicap, Inc. j. Department of Health k. Department of Social Services l. Lamplighters Leukemia Association m. Compassionate Friends n. Make Today Count o. Ronald McDonald House	4. Compile a list of support groups and agencies to help ill people and their families in your community. (cont'd)
C. Preparing Patients for Hospitalization and Surgery	
1. Relieve the patient's anxiety about hospitalization and surgery. Topics to consider: a. Treat patient as though he/she has rights instead of just a "case" or "number" b. Let patients bring personal items for comfort, security, and emotional support c. Contact loved ones if the patient is admitted upon an emergency d. Place patients strategically within the unit (by nurses station, with friendly patients, in a private room, etc.)	1. Practice ways the health care worker can relieve the patient's anxiety about hospitalization surgery. Milliken; pp. 18-25 Milliken and Campbell; pp. 87-91 Sorrentino; pp. 46, 49, 51, 58-59 Nierenberg and Janovic (See the following units: Interpersonal Relationships, Self-esteem, Wellness, Communications)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1a. Brainstorm with the student on ways to relieve a person's anxiety. Discuss the implications for the health care worker.	Written tests short answer fill-in-the-blank Sorrentino; p. 60 Kelly (Instructor's Guide): pp. 13-14 Milliken and Campbell (Workbook): pp. 54-58
1b. Have students list personal items they would want to bring to the hospital and the significant others they would want to visit them in a hospital. Discuss how these items/people help to relieve anxiety.	Inquiry - discussion questions (Selected questions from each reference)

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
1. Relieve the patient's anxiety toward hospitalization and surgery (cont'd) e. Encourage frequent visits by loved ones and treat visitors as though they are a help and not a hindrance f. Inform patient and visitors of the condition of the patient g. Explain surgery/procedures to patients in detail h. Use therapeutic communication to help patient overcome anxiety	
2. Assisting a child in overcoming fear of hospitalization and surgery a. Give honest explanations of illness and experiences b. Use booklets and books d. Counsel child; tell them that they are not being punished e. Play games; role-play the hospital stay to orient the child f. Encourage frequent visits by parents (when allowed) g. Allow children to bring in favorite toys h. Involve parents in the orientation and education processes at the hospital i. Have parents and child visit the hospital before the child is admitted	2. Propose ways a health care worker could assist the child in overcoming fear of hospitalization and surgery. Beame Cosgrove Howe Jarvis; pp. 82-83 Noonan; pp. 138-147 Petrillo; pp. 55-75 Richter Rosdahl; pp. 504-505 Rosdahl (Instructor's Guide); pp. 33-35 Rowland Shay Sobol Hoffman and Lipkin; pp. 504-506 Films: "Matthew's Broken Arm" "Preparing Children for the Hospital Experience" "The Hospital" "Illness" (See the following units: Life Stages, Wellness, Communications, Interpersonal Relationships, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
1c. Role play situations in the hospital setting. Have one person play the patient and have the other person play the health care worker. Start the action with a statement from the patient (such as those in Milliken and Campbell; p. 91). Have the other students observe (by using the chart in Milliken and Campbell Workbook, p. 57). Hold a discussion about each situation and role play.	Role play evaluation - evaluate role-play session on the quantity, quality, and appropriateness of the means students use to relieve the "patient's" anxiety. You may use the chart in Milliken and Campbell Workbook, p. 57, to take notes and evaluate role-play performance.
2a. Hold a discussion on possible ways to assist the child in overcoming fear of hospitalization and surgery.	Written tests short answer essay Noonan; pp. 147-148
2b. Have students compose a list of the ways they may assist children to overcome fears in the future. Discuss their lists as a class.	Inquiry - discussion questions Noonan; p. 147 (discussion questions)
2c. Have students view the filmstrip "Illness" on the ways to prepare a child for a hospital stay. Discuss content with class.	Book report evaluation - evaluate book report on the student's ability to critically evaluate the book.
2d. Have students write a book report on a children's book about the hospital experience (such as: Beame, Cosgrove, Howe, Richter, Rowland, Shay and Sobol). Have students critically evaluate the book on factual information and its ability to relieve fears of hospitalization and surgery. Discuss their findings in class.	
2e. Show films on ways to prepare children for the hospital experience. Discuss the suggestions presented in the films.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
D. Death and Dying	1. Describe the five stages of death.
1. Stages of death a. Denial and isolation b. Anger c. Bargaining d. Depression e. Acceptance	Badasch; p. 215 Badasch; p. 147 (Workbook) Badasch; pp. 201-203 (Instructor's Guide) Benton; pp. 79-88 Donovan; pp. 369-370 Gonda; pp. 32-34 Hendin; pp. 97-122 Kubler-Ross; (1969) pp. 34-121 Schniedman; pp. 435-436 Rosdahl; p. 378 Rosdahl; pp. 24-26 (Instrutor's Guide) Noonan; pp. 120-121 Herriage; pp. 123-133 Sorrentino; pp. 481-482 Hoffman and Lipkin; p. 303 Milliken and Campbell; p. 609 Milliken and Campbell; p. 306 (Workbook)
	Films: "To Die Today" "Until I Die" "Death and Dying" (audio cassette)
	(See the following units: Life Stages, Wellness, Communications, Interpersonal Relationships, Self-esteem)

LEARNING ACTIVITIES

1a. Perform a teacher exposition on the five stages of death. Discuss each stage in detail. Encourage students to relate personal experiences.

1b. Have students read case studies and interviews of dying patients (such as those found in On Death and Dying by Kubler-Ross). Have students identify the stages the patient experienced and when. Discuss finding.

1c. Have students develop a collage depicting each stage of death. Have each student present their collage before the class.

1d. Show a film or filmstrip (such as, "To Die Today" or "Psychological Reactions to Dying"). Discuss.

1e. Have students complete a crossword puzzle, such as the one found in Herriage; pp. 135-136 (answers on p. 141), to introduce the student to terms associated with the stages of death.

SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES

Written tests
- matching
- true-false
- fill-in-the-blank
- short answer

Badasch; p. 147 (Workbook)
  Answers: Badasch; p. 201 (Instructor's Guide)
Badasch; p. 203 (Instructor's Guide)
  Answers: Badasch; p. 202 (Instructor's Guide)
Kelley (Workbook); pp. 125-128 (Selected questions)
  Answers: pp. 156-157
Kelley (Instructor's Manual); p. 52 (Selected questions)
Sorrentino; p. 488 (Selected questions)
Herriage; pp. 149-151
  Answers: pp. 153-154
Rosdahl and Richardson (Workbook); pp. 133-134
Richardson (Testing program); pp. 73-74

Inquiry - discussion questions

Collage - Evaluate the collage on completeness, accuracy and creativity.

Crossword puzzle - Assess the puzzle on completeness and accuracy.

Herriage; pp. 135-136, p. 141

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
2. Physical signs of approaching death a. Slowing circulation b. Cold c. Pale skin d. Blank stare e. Heavy perspiration f. Loss of Muscle tone g. Slow respirations h. Collection of mucus in throat and bronchial tubes i. Rapid pulse becomes weak and irregular	2. Name various physical signs of approaching death. Donovan; p. 371 Schniedman: p. 440 Sorrentino; pp. 483. 485 Hoffman and Lipkin; p. 305 Rosdahl; pp. 379-380 Rosdahl (Instructor's Guide); pp. 24-26 (See the following units: Life Stages, Body Systems)
3. Ways children perceive death and dying Topics for discussion: a. Punishment b. A state of sleep c. A death wish fulfilled e. Acceptance	3. Discuss the ways children perceive death and dying. Hendlin; pp. 141-163 Petrillo; pp. 303-328 Bluebond-Langner; pp. 15-134 Kubler-Ross (1983); pp. 126-144, 206-230 Brophy; (Fiction) Carris; (Fiction) Girion; (Fiction) Hermes; (Fiction) Johnson; (Fiction) Bodowsky; (Fiction) Rudolph; selected stories and poems throughout book Despelder; pp. 67-103 (See the following units: Life Stages, Communication, Interpersonal Relationships)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
2a. Perform a teacher exposition on the various physical signs of approaching death. Discuss the importance of staying with the dying patient at the point of death.	Written tests short answer fill-in-the-blank sentence completion Inquiry - discussion questions Rosdahl and Richardson (Workbook); pp. 133-134 Richardson (Testing Program); pp. 73-74
3a. Have students read a book on death (such as Brophy, Carris, Girion, Hermes, Rodowsky, and Rudolph). Have students write a book report about the ways the child in the story perceived death and dying. Have students present their book reports in class. Discuss their findings.	Written tests short answer essay
3b. Have students read poems written by terminally ill children (found in On Children and Death by Kubler-Ross). Discuss ways the children perceived their own deaths in each poem.	Inquiry - discussion questions
3c. Have students act out a play on the death of a child (found in Kubler-Ross (1983)); pp. 206-230 or Bluebord-Langer; pp. 15-134). Discuss the ways each of the children perceived their own death.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
4. Grieving/bereavement stages and management process STAGES OF GRIEVING a. Denial b. Anger c. Bargaining d. Depression e. Acceptance MANAGEMENT OF GRIEF a. Release of negative emotions b. Affirmation of one's self c. Breaking libidinal ties d. The resurrection of the deceased within the self of the bereaved e. Renewal of relationship f. The rediscovery of meaning (Benton, 1978)	4. Discuss the grieving/bereavement stages and management process. Hendin; pp. 164-184 Gonda; pp. 36-41, 161-173 Benton; pp. 79-117 Hoffman and Lipkin; p. 306 Milliken and Campbell; pp. 610-611 Milliken and Campbell (Workbook); p. 307 Films: "Death and Dying: The process of grieving" "Death and Dying: Parents and the loss of their child" "Grieving: Suddenly alone" "Death, Grief and Bereavement" (Audiotape) "Bereavement" (Videotape) (See the following unit: Life Stages, Communication, Interpersonal Relationships)
5. Hospice care a. Definition b. Components c. Goals d. Philosophy	5. Explain various characteristics of hospice care. Milliken and Campbell; pp. 612-613 Schniedman; pp. 437-438 Badasch; p. 215 Badasch; p. 147 (Workbook) Badasch; pp. 201-203 (Instructor's Guide) Gonda; p. 205-212 Du Bois; pp. 11-20 Rossman; Appendix I and II Wentzel; pp. 1-10 Kubler-Ross (1978) Hoffman and Lipkin; p. 304 Film: "Death and Dying: The hospice concept" (Film) (See the following units: Introduction to Health Care, Life Stages)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
4a. Present the stages and management process of grieving/bereavement during a teacher exposition. Encourage students to discuss personal experiences with grieving/bereavement.	Written tests short answer essay fill-in-the-blank sentence completion
4b. Have students listen to an audiotape (such as, "Death, Grief and Bereavement") or show a videotape (such as "Bereavement"). Discuss content.	Inquiry - discussion questions
4c. Plan a field trip to a funeral home. Have the funeral director explain his/her role in managing grief.	
5a. Through a teacher exposition, present the various characteristics of hospice care. Encourage discussion among students about the differences between hospice care and traditional hospital care.	Written tests multiple choice short answer essay fill-in-the-blank sentence completion Inquiry - discussion questions
5b. Have a hospice nurse visit the class. Have the guest speaker relate personal experiences working at the hospice.	
5c. Plan a field trip to a hospice. Have students note the different characteristics of hospice care.	

CONTENT	MEASURABLE PERFORMANCE OBJECTIVES UPON COMPLETION OF THIS UNIT THE STUDENT WILL BE ABLE TO:
6. Common attitudes about the subject of death Topics to consider: a. Frightening b. A subject to avoid c. Depressing d. Exciting and Intriguing (Reasons for violent death in the media) e. Peaceful	6. Discuss common attitudes about the subject of death. Benton; pp. 334-335 Langone Davidson Raab Bergsma Despelder and Stickland; pp. 5-33 Sorrentino; p. 480 Milliken and Campbell; pp. 607-608 Milliken and Campbell; (Workbook); p. 305 Films: "Death and Dying: A professional approach" "Death and Dying: The elderly" "Soon There Will Be No More Me" "Death is Part of Living" "The Last Days of Living" "Personal Accounts of Near-Death Experiences" "A Nursing Support Groups: Dealing with Death and Dying" "But He was Only Seventeen: The Death of a Friend" "American Attitudes Toward Death and Dying" (In Perspectives on Dying filmstrip series) (See the following units: Communications, Problem-Solving, Interpersonal relationships, Self-esteem)

LEARNING ACTIVITIES	SUGGESTED EVALUATION METHODS AND EVALUATION EXAMPLES
5d. Show a film on the hospice concept. Have students explain the various characteristics of hospice care.	
6a. Have students complete a self-assessment (such as "Death and Dying Attitude Checklist", found in Benton; pp. 334-335). Discuss the common attitudes among the students.	Written tests short answer essay Sorrentino; p. 488 (Selected questions) Kelly (Instructor's Manual); p. 52 (Selected questions) Kelly (Workbook); pp. 125-128 (Selected questions) Answers: pp. 156-157
6b. Show a film, filmstrip, or video. Discuss attitudes about death.	Inquiry - discussion questions
6c. Have students interview friends, neighbors, and relatives on their attitudes about death and dying. Have students report in class. Discuss common attitudes found.	Self-assessment checklist - Note whether the checklist was completed or not. Benton; pp. 334-335
6d. Have students read case studies (such as those found in Langone, Davidson, Raab and Bergsma) about dying patients. Have students identify common attitudes toward death. Discuss findings in class.	Interview - Assess on quality and quantity of information covered.
6e. Have students define their own attitudes about death and dying by having them complete the exercise in Milliken and Campbell (Workbook).	Case study analysis - Evaluate on accuracy and completeness.
	Attitude exercise - Note whether the checklist was completed or not. Milliken and Campbell (Workbook); p. 305

Expanded Activity A.1c.

Topic:

A. How illness affects human behavior

Student Competency:

1. Identify different patients' reactions to illness.

Overall Purpose of the Activity:

1. To help students identify different people's reactions to illness through role play.
2. To help students develop Active Listening Skills (ability to recognize messages conveyed through facial expressions or body language and ability to recognize when conflicting messages are conveyed through these modalities).
3. To give students practice in sending verbal and body language by playing the role of the ill person.

Directions for Conducting the Activity:

1. Obtain volunteers to play the parts in the role plays. Pick different students for each part before the class starts (maybe even a day in advance, so the students can look over their parts). Tell each student not to show the other students the script. Have a narrator read the narrator's part and call "action" to start the role play.
2. Have the students who are not role playing at the time fill out the Identification of Reaction to Illness - Role Play form.
3. Use the Evaluation of Role Play form to help you evaluate the role players.
4. Use the discussion questions after all the role plays have been acted out to trigger class discussion.
5. Throughout entire activity, make the role players feel at ease!

Suggestions for Evaluation

Teacher assessment of the role play situation, completed "Identification of Reaction to Illness" forms, and oral responses to discussion questions.

(Student's Form)

Role Play Situations

Role Play #1: Anxiety

1) Narrator:

Marge is a person who has never been to the hospital. She is going into the outpatient clinic for a mole removal. She decides to discuss the procedure with her friend, who is a nurse (Donna). Marge calls Donna over for tea.

Action:

After sitting down for some tea, Donna says, "Well, what do you want to talk about?"

Marge says, while her hand shakes pouring the tea, "Well, I'm supposed to have a mole removed tomorrow, but I don't want to go through with it. A friend of mine went to have her mole removed and they found cancer!"

Character Descriptions:

Marge:	A person who is feeling anxiety about her operation, because she knows little about the operation.
Donna:	A good friend, who is willing to listen and give Marge any information she needs.

(Student's Form)

Role Play #2: Self-Centeredness

2) Narrator:

An eight-year old boy (Mark Nelson) is home recovering from a tonsillectomy. His mother (Eva Nelson) stayed home to take care of him. She catered to his every whim all day; however, she needs to go to grocery store.

Action:

Eva says, "Mark, I'll be right back, I need to pick up some hamburger at the store."

Mark says, "But Mom, I need you here to take care of me!" (in a whining voice)

Character Descriptions:

Mark Nelson: A spoiled eight-year-old boy who is feeling extra self-centered, since his operation.

Eva Nelson: A concerned mother who wants the best for her boy, but needs to get dinner on the table.

(Student's Form)

Role Play #3: Withdrawal

3) Narrator:

A patient (Anna Simpson) with cancer is in a nursing home. The activity director of the nursing home (Sally Moore) is trying to get a few of the residents together to play a game.

Action:

Sally notices that Anna is sitting by herself. She asks Anna, "How about joining the group for a game?"

Anna says, "Not today, I would rather sit here and stare out the window." (in a tired voice)

Character Discriptions:

Anna Simpson: A cancer patient who is dealing with her feelings about her illness by withdrawing from others.

Sally Moore: An activity director who believes Anna should start talking about her feelings to others.

(Student's Form)

Role Play #4: Anger

4) Narrator:

Jim is an eighteen-year-old boy who has just gotten out of the hospital. He had to have his right leg amputated, because of an auto accident. His best friend Al comes over to see how he is doing.

Action:

Al says, "How are things going, pal?"

Jim screams at him, "I wish you would just leave me alone. Get out of my house!"

Character Descriptions:

Jim: An amputee still feeling angry about the loss of his leg, who takes his anger out on others.

Al: A best friend of Jim's, who is concerned about his health.

(Student's Form)

Role Play #5: Denial

5) Narrator:

A patient (Mary Higgins), who is in the hospital for a mastectomy, is crying in her room. The nurse (Sally Smith) walks by and hears the crying.

Action:

Sally asks, "How are you feeling today, Mary?"

Mary says, with a smile on her face, and enthusiasm in her voice, "I haven't felt better!"

Character Descriptions:

Mary Higgins: A 21-year-old patient, who is going to have a mastectomy. She is very sad about the operation, but denies this feeling to others.

Sally Smith: A 27-year-old nurse, who is genuinely concerned about her patients.

(Teacher's Form)

Evaluation of Role Play

Directions to the teacher: When evaluating the role-play situation, observe the non-verbal cues of the student playing the patient. For each of the situations, evaluate the students on the following:

Student Playing Health Care Worker:

1. Did the student display a professional demeanor? How?
2. Did the student convey concern to the patient? How?
3. What verbal or non-verbal messages did the student display? Were they appropriate?

Student Playing Patient/Ill Person:

1. Did the student act in a convincing manner?
2. Did the student display the appropriate verbal and/or non-verbal cues? What messages did the student display?
3. What verbal and/or non-verbal messages were displayed that may have confused the intended message?
4. What could the student have done or said to make the act more convincing?

(Teacher's Form)

Discussion Questions

First of all, review the questions on the Identification of Reaction to Illness - Role Play form in a class discussion, one role-play situation at a time. Ask the questions below to supplement questions already asked.

1. What are some examples of situations in which you sent a verbal or non-verbal message that was contrary to the way you actually felt? What was the outcome of the situation?

2. What are some verbal and non-verbal messages that ill people might send for any of the other reactions to illness (listed under TOPICS TO CONSIDER in the curriculum guide)? In what ways might the ill person hide these reactions?

3. How can a health care worker know what verbal or non-verbal response to beleve when there are two contradictory messages displayed? How can the health care worker help the patient react honestly to their illness?

4. What verbal or non-verbal messages could the health care worker display to show concern for the patient?

(Student's Form)

Identification of Reaction to Illness - Role Play

Directions:

After viewing each role-play situation, identify the reaction to illness displayed and answer the related questions below:

a. What reaction to illness was displayed?

b. What were the verbal and non-verbal messages that indicated the reaction?

c. Were there any verbal or non-verbal messages that indicated another type of reaction that may have confused the intended communication message? What were they?

(Student's Form)

Role Play #1:

a. Reaction to Illness:

b. Verbal and Non-Verbal Messages:

c. Confusing Verbal and Non-Verbal Messages:

Role Play #2:

a. Reaction to Illness:

b. Verbal and Non-Verbal Messages:

c. Confusing Verbal and Non-Verbal Messages:

Role Play #3:

a. Reaction to Illness:

b. Verbal and Non-Verbal Messages:

c. Confusing Verbal and Non-Verbal Messages:

(Student's Form)

Role Play #4:

a. Reaction to Illness:

b. Verbal and Non-Verbal Messages:

c. Confusing Verbal and Non-Verbal Messages:

Role Play #5:

a. Reaction to Illness:

b. Verbal and Non-Verbal Messages:

c. Confusing Verbal and Non-Verbal Messages:

Expanded Activity A.2c.

Topic:

2. Factors that Affect a Person's Reaction to Illness

Student Competency:

Investigate factors that may affect a person's reaction to illness.

Learning Activity 2c.:

Using the pre-developed interview form (attached), assign students to interview a person who has some type of illness (e.g., grandparent, parent, friend). After the interviews, hold a class discussion using the questions on the discussion sheet (attached).

Overall Purposes of The Activity:

1. To help students become more aware of factors relating to an actual illness.
2. To help students improve their communication skills through practice and self-evaluation.
3. To help students develop empathic listening skills through communication with a person who is ill.

Suggestions for Evaluation:

Teacher assessment of completed student interview forms, written responses to discussion questions, and oral responses in class.

(Student's Form)

Factors's Affecting A Person's Reaction to Illness

Interview Form

Date ______________________________

Time ______________________________

Type of Illness __________________________________

Length of Illness ________________________________

Age of Person ____________________________________

Level of Income--Low, Medium, or High-- _________

Religion ____

Where the Person is From _________________________

Questions:

1. Are you satisfied with your life? Overall, how do you feel about your illness?

2. Are you feeling any stress because of your illness?

3. What types of pain do you have?

4. Were you prepared for this illness? Did anyone explain it to you?

(Student's Form)

5. Have you had any experience with illness in your past? If yes, what?

6. How has this illness affected your family? What are their reactions?

7. How have you acted toward others since this illness? Have you cooperated with others?

8. What type of cultural background are you from? How does your culture feel about medicine and hospitals?

9. How does your religion feel about medicine and health-care?

10. Do you have any concerns about your hospital bills or finances? If so, what?

(Student's Form)

Factors Affecting a Person's Reaction to Illness

Interview Follow-Up Questions

Directions: Provide a brief response to each of these questions after you conduct an interview of a person who is ill.

A. Factors Affecting the Illness:

1. What were your findings?

2. What factors affecting health seemed to be most common?

3. Which of these factors helped the person to feel better? Worse?

4. Overall, how did the person feel about being ill?

5. How do this person's feelings compare to the feelings of a healthy person?

(Student's Form)

6. How did you feel about this person?

7. Have you experienced any of these feelings before? When?

8. How do you feel about your own health?

B. Communication Skills/Listening Skills

1. What type of feedback did you give to the person so that he/she knew you were actively listening?

2. What facial expressions did the person exhibit? Body language?

3. Did the person's words agree with the body language or did you observe conflicting messages? In what ways?

(Student's Form)

4. What did you say to the person as he/she was sharing thoughts with you?

5. What body language did you use?

6. What personal experiences did you share with the person?

7. How did you feel about interviewing a person who is ill?

8. How can you improve your communication skills for future use?

Expanded Activity A.3b.

Topic

A. How Illness Affects Human Behavior

Student Competency

3. Dramatize eight general quidelines for helping cope with emotional reactions to illness.

Learning Activity:

Given the following situation, have students form pairs and role-play the situation using the guidelines for helping people cope with emotional reactions to illness. Make sure each member of the class gets a chance to play the part of the health care worker. Discuss the role-play session as a class.

Overall Purpose of the Activity:

1. To help students practice using the eight general guildelines for helping people cope with emotional reactions to illness.

2. To review the transition process and have students realize that they serve as support systems when working as health care workers.

3. To give students practice in playing the role of a health care worker and the part of an ill person.

Directions for Conducting the Activity:

1. Review the transition process (in Life Stages unit) with the students, emphasizing the importance of identifying and using coping resources. Introduce the role-playing activity by letting the students know that, as health care workers, they serve as a support for the patients.

2. Have students split into pairs. Explain that they will be playing the roles of patient and health care worker. Explain that the student playing the health care worker will serve as a support for the student playing the patient by using the eight general guidelines for helping people cope with their illness. Inform the students playing the patient that they will evaluate the student playing the health care worker on their ability to help them cope with their pretend illness, using the evaluation form entitled, "Eight Guidelines in Helping People Cope with Illness."

3. Read the role-play situation to the students. Have them start the role play. During the role play, monitor the students and help them with the role play, if needed. After the role play, make sure that the student playing the patient evaluates the student playing the health care worker.

4. Have students switch roles and have them replay the scenario, so that each student has the chance to play the health care worker.

5. Discuss the role-play sessions as an entire class.

Suggestions for Evaluation:

Teacher assessment of role-play participation, completed "Eight Guidelines in Helping People Cope with Illness" evaluation forms, and oral responses to discussion questions.

(Student's Form)

Role-Play Situation

Sam is a 71-year-old diabetic patient at the Wellness Concept Health Center. He has an appointment to see Dr. Higgins for a physical. He came to the Center on the bus, because he can no longer drive a car. He recently lost his driver's license, because his eyesight is not good enough for safe driving. The loss of his eyesight is apparently due to his diabetic condition.

Action:

Sam enters the center and is greeted by Nancy, the nurse in Dr. Higgin's office. Nancy greets Sam with a smile and asks him how he is feeling.

Sam starts the conversation by telling Nancy his concerns and feelings about his illness.

Character Descriptions:

Sam: was an active man before his eyesight became worse. He feels very frustrated, now that he doesn't have the same freedom he had at one time. He also feels that it is very unfair that he will never fully recover from his diabetic illness.

Nancy: is a nurse who is very concerned about her patients. She makes it a point to use the eight guidelines in helping her patients cope with their illnesses.

(Student's Form)

Eight Guidelines in Helping People Cope with Illness

Directions: Mark a check on the line next to the guideline, if the health care worker demonstrated it.

1. ____________ Accepting the Person
2. ____________ Showing Interest and Concern
3. ____________ Listening and Observing
4. ____________ Recognizing Significant Behavior
5. ____________ Handling Confidential Information
6. ____________ Being Sensitive to Feelings
7. ____________ Striving to Identify Patient Needs
8. ____________ Being Willing to Serve Patients

(Teacher's Form)

Discussion Questions

1. What was your reaction about the role-play situation? Were you able to play your role? Was it difficult to play the role of the health care worker?

2. Were you able to use all eight guidelines when portraying the health care worker? Did you need to use all eight? Is it possible?

3. Take the students through the transition process. What transition is Sam going through? What coping resources might Sam have? In what ways could Sam manage the transition? In what ways should Sam transform himself? How could he do this?

4. How do you feel about the fact that you are a support to the ill person? Are you willing to accept the role?

Expanded Activity B.3c

Topic

3. Common problems of people and their families caused by disabling or handicapping conditions.

Student Competency:

Evaluate solutions to problems of someone who is disabled or handicapped

Learning Activity 3c.:

Assign students to read a story (such as, "On With My Life" by Trull) or watch a movie (such as, "Gravity is my Enemy" based on a handicapped or disabled person.*) After completing the story or movie, complete the following sequence of activities:

1. Using the list of common problems caused by disabling or handicapping conditions (Topic 3 in core curriculum guide), hold a class discussion to identify problems experienced by the character and family members in the story or movie. Make a list of problems identified.
2. Divide the class into small groups and assign a problem to each group. Ask each group to complete the Problem Solving Activity Form (Following pages) using their assigned problem as the example.
3. Ask each group to present their findings to the class.

Purposes of the Activity:

1. To help students identify common problems of a person who is disabled or handicapped.
2. To help students identify problems of the family of a disabled or handicapped person.
3. To practice problem solving skills in a situation of a disabled or handicapped person.

Suggestions for Evaluation:

Teacher assessment of completed small-group problem-solving activity form and oral participation in class discussion.

* Make sure that the story/movie includes problems that fit under the categories of problems listed in Topic 3 of he unit. Also, the problems should be solved during the story/movie so that students may evaluate the problem-solving process observed.

(Student's Form)

Problem-Solving Activity Form

Directions: After reading the story or watching the movie about the disabled or handicapped person, evaluate the application of the five-step problem solving process in the story/movie by answering the following questions:

A. Understand the problem

1. What problem are you analyzing?

2. Why is the person having this problem?

3. Can the problem be separated into parts? If so, what are they?

B. Brainstorm for Possible Solution Strategies

1. Write down as many solutions as you can think of:

C. Choose a Tentative Solution Strategy

1. What solution was selected in the story/movie?

(Student's Form)

2. What solutions would you choose? Why?

D. Carry Out the Tentative Solution Strategy

1. List step-by-step how the problem was solved in the story/movie.

E. Learn

1. Was the problem solved successfully?

2. What were the consequences?

3. What did the characters learn in the process?

4. How would you rate the ability of the person or family members to solve problems?

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